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ABSTRACT

During the 1982-83 fiscal year, Indian Resource Development (IRD) continued to work to fulfill its mission of assisting Indian tribes to gain effective control and management of the development of their natural resources by providing a cadre of educated and experienced Indian people to fill technical and management positions. Headquartered at New Mexico State University (NMSU), IRD works with Indian students and tribes throughout the state by encouraging the students to attend the university of their choice and major in natural resource related fields such as agriculture, veterinary medicine, forestry, fish and wildlife, geosciences, physical sciences, computer science, engineering, economics, statistics, management, or business. The annual report covers: recruitment and retention; student services (financial aid information and retention services); cognitive development; high school orientation (staff, student recruitment and selection, assessment, learning skills, special events, program evaluation); work experience for students; business (seminar, trust and real property management); College of Engineering at NMSU, Native American Program at UNM; agriculture; contacts (colleges and universities, Indian tribes, organizations and companies, government entities, and support); and institute development (the conversion of IRD to a stand alone unit under the College of Agriculture, funding, Indian advisory committee). Appendices include information material distributed, form letters, letters of support, and lists of student participants. (ERB)

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INDIAN RESOURCE DEVELOPMENT

ANNUAL REPORT

1982 - 1983

New Mexico State University

Las Cruces, New Mexico

RC014923

INDIAN RESOURCE DEVELOPMENT
ANNUAL REPORT 1982 - 1983

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I. Introduction

During the 1982-1983 fiscal year, Indian Resource Development (IRD), continued to work to fulfill its mission of assisting Indian Tribes to gain effective control and management of the development of their natural resources. The primary objective of Indian Resource Development is to help provide a cadre of educated and experienced Indian people to fill technical and management positions. Because there is a great need for Indian people with natural resource related education, IRD recruits Indian students into natural resource related majors and assists them in completing their degrees at the undergraduate or graduate levels. Concomitant with this objective is that of more directly helping Tribes to develop their natural resources.

During this period the IRD program was funded by the Legislature of the State of New Mexico, with a small amount of funds coming from an extension of the W.K. Kellogg grant in 1982. Headquartered at New Mexico State University (NMSU), IRD works with Indian students and Tribes throughout the state. IRD encourages American Indian students to attend the university of their choice and major in natural resource related fields such as agriculture, veterinary medicine, forestry, fish and wildlife, geosciences, physical sciences, computer science, engineering, economics, statistics, management, business, or a related field. To be eligible for the program a student must be an American Indian in high school, college or graduate school with a preferred grade point average of 2.5 or higher in a natural resource related major.

II. Recruitment and Retention

Recruitment of student program participants remains one of the primary program features. It is IRD's position that the earlier students become knowledgeable and interested in the program, the more successful IRD is. Therefore, recruitment of Indian high school students into college and into natural resource majors is important. Working with the high school counselors, teachers, and Indian clubs, Mr. Lance Lujan, a Kiowa/Taos and the Program Coordinator, made several presentations to the Indian high school students during the Fall 1982 semester.

Mr. Lujan's efforts are divided between recruiting Indian high school students into college and recruiting Indian college students into natural resource related majors. Mr. Lujan visits high schools, colleges and universities which have sizeable Indian populations and arranges meetings with counselors and students. He encourages interested students to register as IRD participants. They then may receive information on colleges, financial aid, and careers that match their interests. IRD also corresponded with outstanding Indian high school students, inviting them to become participants. For instance, letters from the Director were sent to each honor roll inductee at the Santa Fe Indian School on January 26, 1983.

Because non-State funding was uncertain after December, 1982, IRD put priority on fall recruitment trips outside of New Mexico. The first recruitment trip of the 1982-1983 school year was made to southern Arizona. During this trip the high schools in Tucson, Arizona, that had an Indian student enrollment of over one hundred were visited. The high

schools visited were Cholla, Pueblo, and Tucson High Schools in Tucson, and the Baboquivari High School on the Papago Reservation. The Tribes represented were Papago, Yaqui, and some Pima.

It was a unique experience to have the opportunity to work with the Yaqui students because the Yaqui Tribe had only recently been recognized by the Federal government. Consequently many of the students were unaware of the various opportunities available to them to attend college. At most of the high schools it was necessary to meet after school. However, at Cholla High School the counselor had a whole class present for the discussion. This trip alone generated thirty-seven new associate participants for IRD from Indian high school students who now plan to pursue natural resource related majors in college.

The second trip was to the northern New Mexico high schools of Taos, Penasco, Pojoaque, St. Catherine's, Santa Fe, Rio Grande, West Mesa, Del Norte, and Magdalena. The overall response was good from this area of the state. The Tribes represented were Taos, Picuris, Nambe, Pojoaque, Navajo, Tesuque, and San Ildefonso. The greatest number of IRD associate participants, forty-eight, were generated from this trip.

The third effort was a trip into northern Arizona to the high schools of Flagstaff, Winslow, Holbrook, and to Northern Arizona University. The students in this area are Navajo. Many of these college-bound students will attend Northern Arizona University since it is closer to their homes.

A small portion of the success of these three trips which can be documented is the large number of total applicants which they have generated--one hundred. Further, IRD spent only $14.32 on the average in recruitment costs for each participant and associate participant.

However, it is more difficult to quantify the positive impact which this encouragement can give to an isolated Indian student.

An important part of recruitment presentations to Indian high school students is encouraging them to take needed science and math courses in high school to avoid remedial work in college. The students are shown the opportunities which exist for college work and future careers. These career options are related back to Tribal employment opportunities and needs, an important factor in motivating Indian high school students to continue their academic work. The presentations cover program activities, opportunities, careers, college majors, and participant requirements.

As part of IRD's recruitment effort, the Indian students may fill out program applications designed for high school students, which list information for later use to better assist the student. Applications are filed by the year students plan to graduate from high school and enter college. An example of a letter from a high school student requesting information is in Appendix A.

When possible Mr. Lujan combines visits to high schools with visits to the nearby universities, thus increasing the cost effectiveness of each trip. At the University of Arizona, Mr. Lujan met with Dr. Hobson, who heads up the Indian program at the University. Among other assistance to IRD participants at the University of Arizona, Dr. Hobson's office can fund tutorial assistance for Indian students in need of it. As a result of the meeting with Dr. Hobson, IRD sent applications to all the Indian students at the University of Arizona who had indicated an interest in natural resource related areas. This effort generated eleven participants for IRD.

At the University of Northern Arizona Mr. Lujan met with Dr. Frank Dukepoo, a Hopi and Director of the Center for Indian Education. The purpose of their meeting was to share information about the two programs. Dr. Dukepoo advertised Mr. Lujan's visit and the purpose of IRD in the "Northern Arizona University Indian Newsletter."

At the university level Mr. Lujan directs his efforts toward those college students who have not yet chosen a major. He points out the advantages and career options of a natural resource related major. College students who become IRD participants receive information on summer job, cooperative education, internship, and career opportunities, financial aid, and other information that matches their interests.

During the Spring, 1983, effort at college recruitment, IRD began with a brief outline of tasks designed to make each trip as cost effective as possible. A list of tasks was developed to ensure that every area was covered:

1. List all colleges and branches with phone numbers
2. Identify contact person who works with Indian students
3. Obtain calendar for Spring, 1983, of all related college events
4. Set schedule for visitations beginning in March
5. Develop estimated cost for each trip
6. Advance detail work; phone contact with contact person; get list of Indian students with names and addresses; send letter to each student informing him or her of meeting date, time, and location.

Beginning in March and running through the end of April, IRD recruited at all universities and colleges in New Mexico with a substantial Indian population. Since the number of Indian students at

universities is lower than in high schools, IRD's recruitment numbers was consequently lower for this population. In most cases IRD was able to secure the names and addresses of the Indian students. Each student received a letter and program brochure. The letter indicated general information, time, date and location of the meeting. The colleges visited are listed in order of contact with a notation on the number of Indian college students successfully recruited.

The universities are: University of New Mexico, eight; Eastern New Mexico University, Roswell, four; Western New Mexico University, Silver City; Grants Branch, University of New Mexico, ten; Gallup Branch, University of New Mexico, five; San Juan College, Farmington, two; New Mexico Institute of Mining and Technology, six; College of Santa Fe; New Mexico Highlands University, three.

Based on IRD's experience at these universities, the conclusion is that the recruitment program should start early, and where possible the program should have a reception-style meeting with food and soft drinks. To improve the quality of his recruiting, Mr. Lujan also attended the Indian Education Seminar at the University of New Mexico in March, 1983.

In an effort to enhance the recruitment efforts at all levels, IRD has designed a new brochure as a recruitment tool. It is simplified and more colorful to appeal to the targeted Indian students. In addition, it is designed to evoke their interest in pursuing natural resource related majors. A copy of the brochure is attached as Appendix B.

An important recruitment tool currently in production by IRD is a brief slide show designed for use in the Fall, 1983, recruitment presentation. An audio-visual tool is very effective in engaging the interest of students. It will present pictorially the many careers open to

natural resource majors. The show is being produced with the assistance of Information Services and the Center for Educational Development at NMSU.

Enrollment figures during the past five years in the College of Agriculture at NMSU show a decline in the number of Indian students opting for an agriculture major since 1978. Recognizing the importance of agriculture majors to the development of Tribal natural resources, IRD has set a goal to increase Indian student interest in agriculture in general and agronomy in particular. In the recruitment slide show, agriculture careers will be depicted as a challenging future for Indian students.

Because of the Indian population nationally it is important to remember scale when judging the effectiveness of Indian programs. Such programs are often judged successful with only one or two hundred participants. IRD has been moderately successful in its recruitment efforts.

IRD has several categories of participants. Currently, IRD has one hundred twenty five Indian high school students who are headed toward college and a natural resource major. IRD includes as a separate category Indian college students who have applied to the program but who are not in a natural resource major. These students are kept on the rolls to track them since they have shown an interest in natural resource development and might change their major. There are also more Indian students who are assisted by IRD than is reflected by the participants list. Other Indian students, for example, in engineering, are assisted by their university's college of engineering which receives

funding support and technical assistance for their Indian retention efforts from IRD.

On the participant rolls, IRD has six hundred ninety one Indian college students majoring in a natural resource related field. Altogether in all categories of participants IRD has one thousand twenty eight Indian students. [Fall 1983 figures]

Of all of the categories of participants, the one of which IRD is proudest is the graduates. Seventy five participants have completed their degrees. At least ten have gone on to Master and Ph.D. degrees. All, when they have finished, have gone into some aspect of resource development to gain experience, and eighteen are already working for their Tribe or an Indian organization. Ultimately it is these individuals and their work which are the true measure of accomplishment.

III. Student Services

The assistance of dedicated student employees is one of the reasons IRD has been successful in its program. IRD hires Indian students to help in the office at New Mexico State University with a number of tasks including support services and research. In addition to assisting IRD, students gain a working knowledge of office procedure, substantive program information, and experience in working with Indian natural resource development.

IRD employs four to five Indian students majoring in a natural resource related area at NMSU to work in its office throughout the year. These student employees are an important part of the program, performing such duties as replying to requests for information, maintaining the files, assisting the Program Coordinator, and general office tasks. For

a complete list of these students see Appendix C. These students work under twenty hours a week while carrying a full academic load.

IRD's student employees took on new responsibilities. For example, Michael Sanchez represented IRD at an Indian students meeting held at the University of New Mexico in November of 1982. The meeting revolved around an Indian Issues Forum. Michael staffed an information booth, disseminated information, recruited Indian students, and answered inquiries about IRD.

Financial Aid Information

Crucial to the retention of Indian students is their ability to stay in school financially. In addition to costs for tuition and books, students need to be secure in their living expenses, especially those students who are supporting families. For example, at NMSU alone there are sixty-seven Indian children who are dependent on Indian college students. [See study by Harry Lujan, American Indian Program, 1983.] Since IRD is not a scholarship organization, it has been active in helping Indian students search out adequate funding sources.

This has become a critical function with the advent of the current economic situation, the reduction in financial aid available and increased competition for available funds. IRD launched an intensive search for financial aid sources and requirements by states. First line responsibility for this search was given to one of IRD's participants who was a student employee during the spring and summer of 1982, Peter J. Fredericks, a Mandan Indian from North Dakota. This valuable guide to funding sources available to Indian undergraduate and graduate students was published in January, 1983. The financial aid booklet was then distributed to all IRD Indian student participants.

Retention Services

To improve retention services, IRD began to build on resources currently available to Indian students. The goal was to make the Indian student aware of the resource and set up a situation in which they would use it. To develop the model, IRD started in its own back yard at NMSU.

In a meeting held with Sue Brown of the Learning Assistance Center, IRD created the concept of the Munch and Learn session. The target group was freshmen, who were as a group most in need of assistance in basic learning skills. A series of four Munch and Learn sessions was held. Each session included inexpensive refreshments to put the students at their ease.

For all sessions a flyer was sent to every freshman Indian student the week prior to the session informing them of topics to be discussed. The first session, held on October 13, was well attended. At that session, Dr. Brown worked with students to determine the skills that were causing the students the most difficulty. The remaining sessions covered:

1. Remembering what was read
2. Studying for tests by notes or books; taking tests
3. Concentration
4. Time management; procrastination; where to study
5. Peer pressure.

The staff at IRD is always available to counsel or tutor a participant. As a new direction, IRD will encourage Indian students to get needed tutoring or counseling from programs on campus specifically designed for that purpose.

The retention rate must often be tracked over an extended period to be accurate because of the prevalence of "time outs." Unlike the drop outs, these Indian students will often take a year or more off to be

closer to home, meet Tribal and family obligations, and to earn some money. Then they return to school. It is not unlikely for this to occur more than once with Indian students. IRD is beginning to construct a computerized file system to start longitudinal tracking. It is only a beginning, to answer some of the questions on retention.

Personal contact with participants, by letter, phone or in person, is also a key to retention. This year was the first in which IRD documented this important program function. The assistance log documented one thousand three hundred sixty one instances of assistance. The assistance log includes Tribal information; use of IRD facilities; financial aid; personnel matters; tutoring and counseling; admissions; information about various universities; and general program information about IRD. Over four hundred fifty two Indian students were aided on employment and work experience matters.

IV. Cognitive Development

IRD is part of an experimental project to improve the retention rate of Indian engineering students. In 1982 the National Association of Minorities in Engineering Program Administrators (NAMEPA) Region D Special Task Force on Indian Education, of which IRD is a member, set a goal of successfully graduating more American Indian engineers. On the Task Force IRD worked cooperatively with the Indian engineering programs of the University of Oklahoma, University of New Mexico (UNM), NMSU, New Mexico Institute of Mining and Technology (NMIMT), and the Southwestern Resource Center for Science and Engineering.

The number of American Indian engineers is very low. Out of all of the United States there are fewer than 500 Indian engineers. [Personal

communication from Norbert Hill of American Indian Science and Engineering Society, 1983.] Further, few Indian students are coming through the system. Despite concern about the Indian retention problem, engineering colleges are faced with the influx of more engineering students for available slots and the necessity to spend large sums to keep up with the newest technologies. Only 0.3% of all B.A.s awarded in engineering throughout the country were awarded to Indians. [U.S. Department of Health, Education and Welfare, Office for Civil Rights. Racial, Ethnic and Sex Enrollment Data from Institutions of Higher Learning. Vol. 1, 1976]

Traditional retention programs, even those aimed at minorities, have not proven successful with Indian students. In searching for a more creative solution, the Task Force spoke to Larry Emerson who has worked in the area of cognitive training for Indian students as Director of the NiHa'AlchiniBa Training Center, an alternative high school for Navajos in Shiprock, New Mexico. It has been found that cognitive skills (the mental processes by which we think) are transmitted to children along with their cultural heritage. Children raised in a mainstream culture or in a traditional Indian culture develop these skills; those whose environment transmits neither culture to them usually lack cognitive skills. But these skills can be developed. Mr. Emerson uses a modified form of the Instrumental Enrichment (IE) method to help Indian students develop the ability to think analytically. National Action Council for Minorities in Engineering (NACME) has agreed to fund a pilot one-week seminar in August, 1983, in which a group of students who have been accepted at UNM, NMSU, or NMIMT, and have

indicated an interest in majoring in science or engineering will be given IE training.

V. High School Orientation

IRD's goal is to encourage Indian students to enter technical careers, in the hopes that some day will assist their Tribes to move easily into positions of economic prosperity. The High School Orientation is an integral part of achieving that overall goal by providing experiences that inspire and encourage Indian students to pursue academic careers in science, agriculture, engineering or business. The 1983 Orientation continued to provide a wide range of academic and career options to a group of twenty high school sophomores and juniors.

For the second year, the program provided some academic assessment to give the student an indication of the areas in which improvement is needed. For the first time, twice daily sessions were presented to give the students study skills in hopes that they will use these new found skills during their remaining high school careers. These sessions were designed by the Center for Learning Assistance at NMSU. Both the academic assessment and study skills will assist in providing the student with a clearer picture of what he or she needs to better prepare for the academic rigors of these technical careers.

The other part of the experience is designed to enlighten and stimulate interest in different academic areas that each student could pursue. The presentations included a description of the academic area and its various aspects, opportunities available, including job possibilities, and pay scales. Also noted was the preparation needed in

high school to pursue the academic area, the relation of academic area to Indian issues, i.e., land, economic and natural resource development, as well as some form of hands-on experience or short experiment. Presenters were sent a suggested format for their presentation. [See Appendix D.]

The final phase was sessions on the services offered by the university: financial aid, student services, admission, and the American Indian program. This provided useful mechanical information about what is necessary to enter the college world. The combination of all areas--academic services, assessment and learning skills--provided a well-rounded view for the student.

The overall purpose of the Orientation is to provide the opportunity for Indian high school students to get acquainted with the university and campus life, faculty, facilities, and student services; expose them to college academic majors in agriculture, engineering, business administration and related science fields; stimulate and motivate them to want to pursue academic education beyond high school; provide an assessment to the students to assist them in preparing for college and sharpen their study skills; and pursue those courses of study in high school that will help them be successful in college.

Staff

The IRD High School Orientation staff was made up of Indian college students majoring in engineering and agriculture. The four counselors were: Raymond Concho, Acoma Pueblo, senior in mechanical engineering; Bryant Scott, Laguna Pueblo, freshman in physical education; Thora Walsh, Mescalero Apache, senior in horticulture; and JoAnn Willie, Navajo, sophomore in mechanical engineering. Their role and

responsibility were to supervise the students during their experience, as well as to assist the Program Coordinator in planning leisure activities. The four counselors attended a workshop on June 4 to clarify their roles, check schedules, become familiar with the agenda, learn locations of buildings on campus, and gain knowledge of rules and procedures for emergencies. The Program Coordinator, Lance Lujan was responsible for the design, organization and implementation of the High School Orientation.

Student Recruitment and Selection

The selection process began in February of 1983. A letter of information about the summer program was sent to high school counselors with large Indian enrollments. The letter requested that counselors inform qualified Indian students to apply. Eligible students had to apply by March 11, 1983. A total of forty one students applied.

The IRD criteria for selection were: 1) grade point average of 2.5 or higher; 2) plan to attend college or university; 3) an expressed interest in engineering, business, agriculture, or science; 4) representation from the Tribes in the state.

Twenty students were selected and notified by letter. Included in the letter were information on registration time and place, confirmation of attendance form, and medical release form. The group included twelve females and eight males. Sixteen of the group were going to be seniors; the remaining four were going into their junior year. The Tribes represented were seven Navajos, one Cherokee/Cheyenne, one Jicarilla Apache, one San Juan Pueblo, two Acoma Pueblos, one San Felipe Pueblo, three Isleta Pueblos, one Taos Pueblos, two Laguna Pueblos, and one Zuni Pueblo.

Assessment of Students

This was the second year to offer scholastic testing with sequential tests of educational progress. The purpose of the assessment was to provide the students with an academic picture that will allow them to see areas where improvement is needed, as well as point out areas in which the student excels. Each student received an explanation of the assessment individually. The assessment provided indications for the areas of reading, math computation and concepts, vocabulary, biological and science skills. IRD anticipates that each student will use this information to better prepare for college courses. [See Appendix E.]

Learning Skills

In addition to the student assessment, two hours each day were devoted to increasing the student's study skills. These sessions were presented by the Center for Learning Assistance staff. These sessions were designed to provide such skills as listening and notetaking, developing a study routine, how to read and remember, memorizing and concentration, overcoming procrastination, and test preparation and taking. These skills will assist the students as they return to high school as well as begin to lay the foundation for developing good college study habits.

Special Events

The students were taken on a field trip to Whites Sands National Monument where the chemistry, geology and history of the sands were explored. On Thursday, the students were the guests of honor at a dinner sponsored by IRD. The guest speaker was Laura Ansera, Employment and Training Division Director, New Mexico Employment Security Department. Ms. Ansera, of the San Felipe Pueblo, gave a moving account of

her career development. In addition to the Orientation participants, over sixty guests came to honor the students. Each student received a Certificate of Participation from the University.

Program Evaluation

At the end of the week-long session, each student was given an evaluation sheet. The purposes was to assist the staff to design next year's program to be more effective. See Appendix F for the results of the evaluation.

VI. Work Experience

The goal of the IRD program is to encourage and provide opportunities for Indian students to become professionals in natural resources through college education and related work experiences. Work experience has contributed to both Indian students' education and professionalism. IRD has assisted program participants and graduates secure part-time employment, internships, cooperative education assignments, summer jobs, permanent positions, promotions and more challenging positions. IRD has found that when students have actual experience in their field while in college they are more strongly motivated to complete their degree.

IRD maintains a file of its participants which includes information on their major and academic status. As opportunities for further study or employment arise, IRD is then able to sort its participants and send this information to those to whom it is pertinent. In this period IRD mailed information from the National Rural Fellows Training Fellowship

to selected participants. IRD assisted one student, Beverly Petticrew, Flathead Tribe, to follow up on this opportunity.

Summer job placement efforts began in February with an inquiry letter to one hundred thirty one potential employers. Exxon and ARCO Exploration Company responded and offered summer employment. Summer job survey forms were sent to approximately three hundred participants. A special mailing went to Navajo students regarding summer jobs through the Navajo Office of Youth Affairs. Summer employment efforts were also coordinated with those of the Council of Energy Resource Tribes (CERT).

While nineteen Indian students were placed in summer jobs in 1983, IRD was not satisfied. After consultation with others in employment placement, IRD concluded that initial efforts must begin earlier. Efforts for the summer of 1984 were, therefore, scheduled for November, 1983, and each student was asked to include a resume.

In addition to the work-study students employed by IRD, IRD provides general information on how and where to apply for work-study. This service has been particularly useful this year because of the confusion caused when the New Mexico State work-study program began operating for the first time.

IRD has also been able to directly assist Indian students in getting employment while in college. An example of IRD's effort is the help rendered to Alan Cherino, a member of the Isleta Pueblo. In addition to calls and contacts we sent a letter on his behalf. [See Appendix G.] Mr. Cherino was employed thereafter as a student employee by the Physical Science Laboratory, prior to working for IRD.

Cooperative education placement is useful for those Indian students who qualify. During the fall semester of 1982 IRD placed Peter

Fredericks, a Mandan Indian and senior in business at NMSU as a computer programmer with the Bureau of Land Management in Miles City, Montana. Co-op assignments usually alternate a period of on-campus academic study with a period of off-campus work experience related to one's major. Even though there are varied types of co-op assignments, periods usually alternate a semester of academic study with about six months structured work experience for pay. College credit for co-op is available if previously approved on a program basis. Relating work experience to academic study is a productive arrangement for the student, university, college and employer.

IRD's main activity in the cooperative education area was to recruit for future co-op opportunities. For example, IRD was asked to speak to the program officers of the Soil Conservation Service (SCS) of USDA on October 25, 1982. The SCS is attempting to increase their Indian staff by offering to qualified students cooperative education experiences that would lead to permanent employment after graduation. This effort is of particular importance because at the national level SCS has recently ruled that Indian Tribes can form reservation-based Soil Conservation Districts.

As a result of the interaction with IRD, the SCS put together pertinent information about their various work experience possibilities. On December 22, 1982, an IRD cover letter with the SCS information was sent to ninety participants who were majoring in fields related to the SCS. [See Appendix H.] IRD has heard from one participant interested in applying for an SCS co-op, Loren Panteah, a sophomore in wildlife science at NMSU who is a member of the Zuni Pueblo. On May 23, 1983, as a follow-up, IRD sent information to forty-two of its participants

majoring in agriculture or civil engineering advising them of SCS co-op opportunities.

In similar outreach efforts, IRD sent its participants mailings on co-op and other opportunities at the behest of The U.S. Department of Agriculture; the U.S. Forest Service, Portland Region I; the Shoshone-Bannock Tribe; and the Five Sandoval Indian Pueblos. Other co-op opportunities opened up when IRD worked with the Sandia National Laboratories and the Los Alamos National Laboratory on their on-campus recruiting trips. IRD sent special notices of these opportunities to all the Indian students on campus. [See Appendix I for one of these announcements.] IRD has begun to mutually explore co-op opportunities with the U.S. Forest Service in California, Oregon, and Montana, the Navajo and Hopi Indian Relocation Commission and the USDA Office of Administrative Systems. [See Appendix J.] IRD is also exploring possibilities for a BIA co-op with the Western Navajo Agency.

IRD has also increased its emphasis on placing co-ops with Tribal governments. On September 21, 1982, Lance Lujan sent letters of inquiry to the Tribes in New Mexico, Arizona, Colorado, Nevada and Utah. [See Appendix K for a sample of these letters.] Extreme financial difficulties currently faced by Tribes have limited the response. However, at least two Tribes, the Zuni Pueblo and the Jicarilla Apache Tribe, are presently determining the feasibility of a co-op placement.

IRD is strengthening its working relationships with the various universities' Cooperative Education Offices. Although an IRD co-op is not under the jurisdiction of these offices, working together whenever possible is of value to the student. IRD now strongly encourages all IRD co-op placements to also register with the Cooperative Education

Office at their university. This allows the student to stay in touch on academic credit and future deadlines. IRD has made a particular push to establish good working relationships with the Cooperative Education Office at NMSU.

As a final step in its employment assistance IRD has been active in post-graduate placement. The job register IRD maintains at the office has been used throughout the year. Those who made use of this register include many of the four hundred fifty two Indian students who received IRD employment assistance, especially those who were graduating .

This employment program is maintained by IRD for all its participants. Because of the regional emphasis, visibility and special employer contacts, IRD is able to provide some job information to its graduates that is not otherwise available. However, IRD works closely with the Placement Offices of the universities and colleges in the Southwest. IRD recognizes the extensive professional services these Placement Offices can provide. Therefore, IRD tries not to duplicate their services.

At the request of the Pomo Tribe of California, IRD recruited for an Agri-Business Administrator with the California Indian Manpower Consortium. The job was an opportunity for valuable experience because it involved managing an eight-county area on the California reservations. IRD disseminated the announcement to thirty-two of its participants who had graduated and were working in agriculture. [See Appendix L.] Similarly, IRD sent a job announcement from the Five Sandoval Pueblos to seven of its participants and a job announcement for Land Use Director for the Shoshone-Bannock Tribe to ten of its participants.

Partially as a result of these contacts, IRD became concerned with the plight of its Laguna graduates who were professionals with the Anaconda Company (along with some four hundred Lagunas employed) at the Jackpile uranium mine. When Atlantic Richfield Company, the parent company, closed the mine, a gradual reduction in force was necessary. IRD has been endeavoring to assist its participants to relocate on a case-by-case basis.

In September, 1982, the U.S. Administration on Aging requested IRD assistance in placing an Indian in their professional training internship. Although aging is not an IRD area, it was felt that the management training inherent in the program was worth the effort. IRD was able to place Rene' Cochise from the Mescalero Apache reservation, who had recently earned her B.A. degree from NMSU. Ms. Cochise has since been appointed as the Commissioner of Indian Affairs for the State of Maryland.

VII. Business Seminar

On December 7 and 8, 1982, a financial management seminar for Indian personnel was conducted by faculty of the College of Business Administration and Economics at NMSU in conjunction with the Indian Resource Development program. Announcements were sent to all Indian Pueblos and Tribes in New Mexico inviting them to send representatives to the program for training. On the whole, the twenty-one who attended were young Indian professionals who had recently graduated from college. They worked for their Tribe, or a few worked for government agencies which worked with Tribes. This group is vital to the efficient

financial management of Tribes who are beginning to develop their resources. [See Appendix M for a list of the seminar participants.]

The purpose of the seminar was to enhance their professional development. Those in attendance were given one and one half days of training in financial aspects of their organization through lecture, case analysis and problem solving situations. The introduction to the course and the Vitae of the two professors who conducted the seminar are included in Appendix N. Upon completion of the seminar the participants were given certificates from the College of Business.

As part of the IRD program review, the seminar leaders included an evaluation of the session by the participants. Of the seventeen who responsed, fourteen rated the seminar as Excellent or Very Good. The item commented on most consistently was the importance and value of working out the sample problems in class. These problem-solving models related to the day-to-day needs of the Indian participants. A sample of the other comments is included in Appendix O.

The seminar was also used to inform the Tribal employees about the Indian Resource Development program. Information sheets were passed out. A few Indians were counseled and recruited for graduate school. Finally, the participants were given several applications to take back to their reservations to encourage Indian students to participate.

Trust and Real Property Management

Economic independence for many Tribes depends upon their land base. The ability of a Tribe to understand and manage its vital resources efficiently will be the decisive factor in economic survival. Therefore, IRD supports those programs which can effectively train Indian land managers.

The College of Business Administration and Economics at NMSU, with assistance from the IRD program, established a major called Trust and Real Property Management. This program provides specialized training by combining traditional business education with specialized courses such as agricultural law, regional planning, real estate investment, finance, Federal Indian law, water law, rights protection and land use. Upon graduation from this major, an Indian participant will have the necessary background to provide a Tribal government with the needed expertise to efficiently assist in achieving the Tribe's economic and management goals. In addition, these students will have employment opportunities with private companies, BLM, BIA, and other Federal and State governmental agencies who need well trained land managers.

In the fall semester of 1982 the major offered "Law Applicable to Native Americans" (Business Administration 321). The course was an overview of the present status of Indians, considering their legal rights and obligations, not only as governments and Tribes, but also as individuals, as those rights impinge upon economic development. Two courses were offered for the spring semester, "Water and Mineral Law" (BA 32[illegible]) and "Indian Real Property Management (Finance 455). IRD assisted in advertising for the courses.

Also in the fall of 1982, Graham Holmes, Professor of Trust and Real Property Management, made a recruiting trip for the major. He met with BIA and Tribal officials in Tucson, Sells, Phoenix, Salt River, San Carlos, and White Mountain, Arizona. This trip, taken in October, met with a great deal of interest on the part of educational specialists and the Tribal officials visited.

VIII. Engineering

IRD recognizes the critical need for Indians who are proficient in technical skills. One of the greatest demands is for Indians with engineering skills. Therefore, IRD works closely with the Engineering Colleges throughout New Mexico to recruit and retain Indians in engineering.

College of Engineering, NMSU

One example is the College of Engineering at NMSU, which is being assisted by IRD. They have hired Indian students such as Mary Jaramillo, who assists with registration procedures, office management, and works with the undergraduate students about the curriculum requirements in the Dean's Office. Mary, who graduated in May of 1983, is a member of the Santo Domingo Pueblo.

In addition, several Indian engineering students were able to attend the American Indian Science and Engineering Society (AISES) convention in Oklahoma City on November 11 to 13, 1982. Because of this event, the Indian students were able to expand their peer support network and improve their knowledge of engineering. A list of the students who attended is in Appendix P. One of these students, Robert Mora, is one of the best Indian engineering students at NMSU. He earned a straight A (4.0) average for the 1982 fall semester. IRD is very pleased with his accomplishment.

Rose Marie Melon, a Counselor in the Dean's Office did some recruiting specifically for Indians in engineering both semesters. She met with Indian high school students in the Albuquerque area and encouraged them to continue on to college and an engineering career. Indian engineering students were also used to assist in recruiting

efforts, including Jeanette Browning and Deanne Concho, the new President of the Society of American Indian Engineering Students. The NMSU College of Engineering conducted the MITE summer program in 1983. The program introduced the students to the departments, courses and career options offered in engineering. For this program, two Indian students were hired as Assistants, Ernestine Lujan and JoAnn Willie. The College of Engineering also shared an exhibit with IRD at the New Mexico Native American Career Conference.

Native American Program, College of Engineering (NAPCOE), UNM

A second example of IRD's engineering efforts is funding assistance to the NAPCOE program, located at the University of New Mexico. NAPCOE provides student supportive services like counseling, academic advisement, and tutorial programs. Mr. Jimmy Shorty, of the Navajo Nation, is the Director. NAPCOE also recruits quality Indian high school students for engineering studies.

The 1982 NAPCOE Summer Institute was held during July 6 to 30. Eleven Indian high school graduates representing six Indian Tribes participated. All of them successfully completed the four-week Institute. Eight were enrolled in engineering studies at the University of New Mexico. One is a student at Northern New Mexico Community College in Espanola, New Mexico.

During the summer session at UNM, nine Indian engineering students were enrolled. A majority of the other NAPCOE Indian engineering students were employed. Employers were private industry, federal, state and Indian tribal agencies. For information on graduating NAPCOE students, see Appendix Q.

The NAPCOE Indian students spent approximately one hundred hours in consultation with tutors during the report period. A majority of the subjects covered were mathematics, chemistry, physics, and engineering. For assistance in other courses, students utilized the tutorial services available at the Native American Studies Center. For the fall semester, two Indian engineering students were on the honor roll; during the spring semester, three.

Seven mentors from Sandia National Laboratories, who are Indian, have been very helpful to NAPCOE students. The Sandia mentors also secured a TI700 computer terminal for the use of the Indian engineering students. These services were provided at no cost to the program.

In the fall semester, there were sixty-nine Indian engineering students in the NAPCOE program. Six are seniors, eleven are juniors, and the rest are sophomores and freshmen. The number for spring semester rose to seventy, of which one graduated in May. At the end of the spring semester, another count was made, and there were fifty seven Indian engineering students who were retained despite drop outs, time outs and switches to other majors.

Several NAPCOE students attended the Technology Exchange Conference during September 14-17, as guests of Rockwell International. During spring break, March 17-19, three Indian students attended the National Technical Association conference held on the UNM campus. NAPCOE recruited at forty-nine high schools and community colleges, from August through December. Recruitment travel covered New Mexico, Arizona, Colorado and Utah. Nine career fairs were also attended. NAPCOE worked closely with Indian students and their counselors in the Albuquerque Public School system.

[See Section X. (page 29) for discussion of New Mexico Institute of Mining and Technology program.]

IX. Agriculture

During the course of the semester, IRD has been involved in various agricultural and agriculture related projects. In addition to developing a cadre of Indian students for co-ops with the Soil Conservation Service, IRD has worked closely with the College of Agriculture at NMSU, particularly the Department of Agricultural Economics and Agricultural Business.

As a result of field experiments by the Agricultural Experiment Station in Espanola, New Mexico, IRD learned of a potential valuable new cash crop for New Mexico Tribes and Pueblos. Statice, a flower used extensively by florists, has excellent economic potential for the type of land owned by many Tribes. Therefore, IRD made an outreach effort to let Tribes know about the possibilities. [See Appendix R for a sample of the letters sent.] As a result, some Tribes investigated the new crop. IRD received a complimentary letter from the Governor of the Laguna Pueblo about our outreach effort. [See Appendix S.]

By providing information IRD was able to assist two Tribes with their water problems. IRD helped the San Ildefonso Pueblo move toward a negotiated settlement with the Los Alamos National Laboratory and the Department of Energy on water use and lease terms. Also IRD was helpful to the Menominee Tribe's efforts at renovating an old hydroelectric dam to provide the energy for the Tribally owned timber industry.

X. Contacts

Colleges and Universities

IRD cooperates closely with a number of colleges and universities. For example, the Weber State College in Ogden, Utah, has designed a special program to encourage Indian students to major in Business Administration and Management. IRD has strongly supported its efforts and has disseminated their brochures to interested participants.

A second example is Northeastern State University at Tahlequah, Oklahoma. Northeastern is working with Indian graduate students for a master's degree in "Tribal Management." This master's program will impart degrees in business administration. Northeastern invited the Director of IRD, Kathryn Tijerina, to be a guest speaker at their Twelfth Annual Indian Symposium in April, 1983. [See Appendix T.] Dr. Tijerina's speech on "Natural Resource Development" was well received.

Another area of university-IRD cooperation was in veterinary training. At the request of the Veterinary School of Purdue University, IRD contacted all of its pre-vet, pre-med, and biology students and supplied them with the information on the opportunities at Purdue. In a similar outreach effort, IRD assisted the University of North Carolina to recruit Indians into their graduate school in Public Health. IRD was particularly interested in their preventive medicine and environmental health program.

This year for the first time IRD began support for the Indian program at New Mexico Institute for Mining and Technology (NMIMT). NMIMT conducts the Native American Mineral Engineering and Science program twice each summer. The program provides an opportunity for

Indian high school sophomores and juniors to spend four weeks in an intensive summer program which concentrates on mineral sciences, mathematics, and technical writing. All participants are provided with a follow-up program in which students, with the help of their teachers, prepare a science project or paper. Students then have the opportunity to apply for a second year to work on a research project.

A partial list of other colleges and universities IRD has worked with is in Appendix U.

Indian Tribes

Some of the most important work which IRD does is to cultivate its contacts with American Indian Tribal governments. Building IRD-Tribal relationships is an effort which buttresses all program activities. This activity includes site visits, meeting with Tribal leaders, telephone contacts, and correspondence. IRD's work at outreach and recruiting Indian students from Tribes and inter-tribal groups includes but is not limited to the following: Eight Northern Pueblos; Comanche Tribe; Hoopa Valley Tribe; Jemez Pueblo; Jicarilla Apache Tribe; Menominee Tribe; Mescalero Apache Tribe; Navajo Tribe; Paiute Tribe; Pomo Tribe of California; Ponca Tribe, Office of Higher Education; San Ildefonso Pueblo; Shosone-Bannock Tribe; and Zuni Pueblo, Office of Employment.

A councilwoman of the Mescalero Apache Tribe, Mrs. Virginia Klinekole, invited Kathryn Tijerina to speak on the reservation. The event was a conference sponsored by the Natural Resources Committee of the Mescalero Apache Tribal Council in May. Dr. Tijerina spoke on natural resource development. Mr. Lujan also attended the conference

for outreach efforts with the Mescalero students and contact with their Director of Education, Mr. Clarence Buurma.

IRD has been concerned about the degree and quality of interaction between Indian Tribes and universities. IRD conducted a survey of the Tribes in a seven-state area. Of the twenty-five Tribes who responded, an astonishing nineteen stated that they had received no contact nor any assistance from any land grant or other college in their state. Of the six Tribes who were contacted, it ranged from an aquaculture marketing study to an OEO Indian Community Action program. Yet all twenty-five Tribes indicated that they had research and technical needs not being met because of lack of funds.

To get a feel for who, if anyone, is filling the gap, IRD also asked who was assisting Tribes for natural resource development. Eight Tribes indicated they had no help at all. Six other Tribes were assisted only by a Federal agency, the Bureau of Indian Affairs. The Tribes' satisfaction with the Federal help was mixed at best. One other Tribe had received aid from the Environmental Protection Agency, one from the Administration for Native Americans, and another from the Bureau of Land Management. Three Tribes were assisted by a State agency and three others by non-profit consultants including the Council of Energy Resource Tribes and United Indian Development Association. Eight Tribes were dependent on the assistance of for-profit consultants. Four of the Tribes surveyed depended on their attorney for research or technical assistance for natural resource development.

It is gratifying that all twenty-five of the Tribes felt that they could use IRD assistance in natural resource and business development. On the other hand, it is appalling that so little is being done in this

area because of lack of funding. Of particular concern is the lack of responsiveness of the universities to what should be a natural constituency, the Indian Tribes in their area. [See sample survey form in Appendix V.]

Related to this effort is IRD's cooperation with the National Association of State Universities and Land Grant Colleges in establishing a Tribal--University Relations Committee. This committee would address the question of how Tribes and universities can work more closely together, especially in the area of natural resource development. An exploratory meeting on the formation of the committee was held in April.

Organizations and Companies

The staff members of IRD continue to develop and maintain contacts with the business, academic, and employment communities, and Indian organizations to increase the visibility of the program among community leaders and develop support for its goal. The Director represented IRD at the "Indian Enterprise and Resource Development" national seminar sponsored by the American Indian National Bank in March, 1983. Some of these contacts are with non-Indian organizations such as the National Conference on Women and the Law, National Action Council for Minorities in Engineering and the Southwest Resource Center for Science and Engineering. IRD also works very closely with private industry, for example, Hewlett-Packard, Atlantic Richfield Company, Colorado National Bank, DeSoto Operating Company, Union Carbide, Exxon, Waqui Propane Company, Shell Oil Company, and Hanson, Johnson, Doyle, Williams and Company. IRD's principal activity revolves around Indian organizations. These included but aren't limited to: the All Indian Pueblo Council,

the Indian Youth Magazine, American Indian Scholarships, Inc., National Indian Youth Council, Americans for Indian Opportunity, National Tribal Chairmen's Association, National Congress of American Indians, and the American Indian National Bank. IRD also corresponded with Dr. Johanna Clevenger, president of the American Association of Indian Physicians.

IRD has continued its working relationship with the Council for Energy Resource Tribes (CERT). IRD participated in a meeting in Denver on November 16 to 19, 1982, for which CERT graciously waived the conference fee. Over thirty-seven Indian Tribes attended, which allowed IRD to spread information about its activities. Among other leads, IRD began working with the Ponca Tribe of Oklahoma as a result of this meeting. IRD was also able to gain valuable data on the impact of the Indian Mineral Development Act of 1982 and the Supreme Court's Indian tax case, Merrian v. Jicarilla Apaches, both of which are significant to the development of Indian-owned energy resources.

CERT also made a point of acknowledging IRD help on providing work experience to Indian students. From IRD's cooperation in the summer of 1982 they published in the "Tribes Newsletter" in September, 1982, on page 5:

> CERT offers its appreciation for the cooperation and support it has received for its placement program to the employing companies. Also, the Indian Resource Development Institute at New Mexico State University is commended for the housing and transportation support it has provided to its students.

Government Entitites

In addition to IRD's work with organizations and Tribes, IRD has also been working with various levels of government and their subdivisions. Among others these include: Administration on Aging, BIA Western Navajo Agency, California Indian Manpower Consortium, Department

of Energy, Grand Canyon Unified Schools, Hispanic Caucus of the U.S. House of Representatives, Indian Board of Appeals, Indian Health Service, National Institute of Health, New Mexico Commission on Indian Affairs, Northwest Portland Area Indian Health Board, and U.S. Office of Personnel Management, Southwest Region.

Not only did IRD deal with governments as a group, it also enhanced its relationship with individuals in government including the New Mexico delegation with newly elected Congressman Bill Richardson, Senator Jeff Bingaman, and Governor Toney Anaya. IRD also corresponded with Governor Dick Celeste of Ohio; Commissioner of Agriculture in Texas, Jim Hightower; Senator Alan Cranston of California; and Congressman Edward Roybal of California. IRD has written to Representative T.E. Atcitty, a Navajo who serves in the New Mexico House of Representatives, and to Ms. Rena Yazzie and Ms. Jane Trego, newly elected members of the New Mexico Board of Educational Finance. The Director also met with several New Mexico cabinet officials in February, 1983. Among Tribal officials IRD congratulated the newly reelected President of the All Indian Pueblo Council, Delfin Lovato. IRD was privileged to represent President Thomas and New Mexico State University at the inauguration of the newly elected Chairman of the Navajo Tribal Council, Peterson Zah, and the Navajo Council.

Support

IRD made presentations at various meetings and gatherings to spread the word about IRD and what it does. The Director, Kathryn Harris Tijerina, led workshops at the National Conference of the National Institute for Women of Color in Washington, D.C., on October 8, and at the National Conference of Mexican American Women's National Association

(MANA) in Albuquerque, New Mexico, on July 17, both at no cost to the program. Dr. Tijerina serves as a Director of the National Institute for Women of Color and on the New Mexico Governor's Volunteer Services Advisory Committee. She attended the American Indian Leaders Day at Sandia National Laboratories in May. Mr. Lujan spoke to the Pan American Round Table in November and to a social studies class at Las Cruces High School in January.

IRD contributed to the "Source Book" compiled by the Navajo Community College. Alan Parker, an Indian attorney, gave an excellent presentation about IRD to the "Indian Water for Indian Survival" Conference in Oakland, California, on September 13, 1982, sponsored by the American Indian Lawyers Training program. Mr. Parker also gave presentations about IRD to the Economic Development Committee of the National Congress of American Indians at Bismarck, North Dakota, on September 25, 1982, and the the American Indian Higher Education Consortium on September 30, 1982. Since then Mr. Parker has been appointed President of the American Indian National Bank.

IRD received favorable press coverage locally from Page One, the Round Up, Las Cruces Sun News, as well as from the Albuquerque Journal, the AIPC Pueblo New, and Wassaja, a national Indian newspaper. From such press IRD has had far-reaching response. IRD received correspondence from Germany, from a teacher there, Ms. Ingrid Liebenberg, who is studying the American Indian. She came for a visit to IRD as part of her field research in July, 1983.

XI. Institute Development

Stand Alone Unit

The status of the Indian Resource Development within New Mexico State University improved in 1982. Prior to this time, IRD came under the Department of Agricultural Economics and Agricultural Business. However, at the NMSU Administration's initiation, IRD was converted to a "stand alone unit" under the College of Agriculture. This structural transition has in no way affected IRD's close working relationship with the Department of Agricultural Economics and Agricultural Business. The good will and technical support of the Department has been a mainstay for IRD.

On July 1, 1983, Indian Resource Development became a stand-alone unit within the College of Agriculture. All accounting and accountability functions are the direct responsibility of the IRD staff; the Director reports directly to the Dean of Agriculture. For matters of policy and support IRD has a Committee of Three Deans to which it answers. The Deans Committee has been very helpful to IRD.

NMSU President Thomas appointed a committee of Deans to oversee the IRD program for the University beginning in 1982. The Deans Committee is composed of the Deans of Agriculture and Home Economics, L.S. Pope; Business Administration and Economics, Curtis C. Graham; and Engineering, Joseph Genin. These Colleges have many of the fields fostered by IRD. Other Deans and Colleges cooperate closely with the program.

In addition to the excellent working relationships IRD has with these Colleges, IRD has begun to strengthen its interactions with other groups here on its home campus of NMSU. IRD works with the Vice

President for Student Affairs and attends the monthly luncheon of the Women Administrators. IRD works closely with the Vice President for Business Affairs on all matters related to state government. IRD has worked with the College of Arts and Sciences and the Departments of Economics, Government and Criminal Justice. IRD has met with the Physical Science Laboratory on possible joint projects. IRD is interacting with the NMSU Information Services, Industrial Relations, Placement, Special Services, Learning Assistance Center, Cooperative Education Office, and Financial Aid. IRD is cooperating closely with the American Indian Program at NMSU and has given presentations to and continues to work with the Native American Business Society, the American Indian Science and Engineering Society, and the United Native American Organization. Lance Lujan, Program Coordinator, is one of two sponsors of the Native American Business Society at NMSU.

Funding

In preparation for an appropriation request in FY'84, a legal brief setting out the basis for authorization of funding by the U.S. Congress under the "Job Training Partnership Act" of September 28, 1982, P.L. 97-300 as amended by P.L. 97-404, was developed. The format will be an Indian Resource Consortium, an organization of state universities and land grant colleges working with Tribes in the seven southwestern states. Mr. Lujan testified on behalf of the Indian Resource Consortium before the U.S. House of Representatives Appropriations Subcommittee on Interior on February 24. IRD again has the full support of the New Mexico Congressional delegation in its quest for Federal support.

On the State level, IRD has done better than ever before. The New Mexico Board of Educational Finance has for the first time recommended

funding for IRD with a five percent increase. The Governor's budget requested an increase of 6.9 percent. Further, the House Bill for General Appropriations has included IRD as a budget line item. This is a big improvement in State support over recent years. In addition, IRD has worked with various department heads of the new administration to further its goals and program operation. Overall, IRD's basic support appears to be secure.

Indian Advisory Committee

IRD also has a statutorily created Indian Advisory Committee nominated by the principal Indian governing bodies in New Mexico and appointed by the President of NMSU. Members are Keith Miller, Vice Chairman of the Mescalero Apache Tribal Council; Leonard Haskie, member of the Navajo Tribal Council; Frances Gomez Nuno of the Jicarilla Apache Tribe; and Edmund Gonzales representing the All Indian Pueblo Council. On September 20, 1982, the Committee met in Las Cruces. The full agenda for the meeting is in Appendix W. The evening before the meeting, the Advisory Committee members were honored at a reception which was well attended by officials of NMSU and the Indian community. The Advisory Committee met again on June 10. [See Appendix X for Agenda.] This was the first meeting for Leonard Haskie as a reappointed member from the Zah administration.

XII. Conclusion

During this period IRD has continued to consolidate and build on the achievements of the previous seven years and has initiated several projects to fulfill its mission of producing trained and educated Indian

professionals. Both IRD participant numbers and IRD's accomplishments have given IRD a measure of success. It is hoped that, in the long run, these Indian managers and scientists will contribute to the wise and equitable development of Indian natural resources.

APPENDICES

questions I would like to ask? 11-5-82

1. Do you need a scholarship in order to enter a college or university?
2. Can you work, while attending in college?
3. Do you have to be an A average student to enter a college or university?
4. How many years do you have to be in college?
5. Do you need to pay any dues before entering college or university? I mean, like do you have to pay anything just to enter college? such as books, papers, etc.. And other things that you might want to get.
6. How many times in a year or so can you visit your hometown and relatives, friends aunts, uncles, etc.. ?
7. Can you enroll in the subjects that you are interesting in? (call) or does it have to be the only one that you are majoring in? or the one you like best, or can it be a certain subject? or do you have to pick only one subject out of all the subjects that you have?
8. Do you get paid for going to college?
9. If you are going to major in becoming a teacher in a college or university how much is the salary and how many →

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years could you major for?

10. how many students can enroll in a college or university?

Well I'll close up now until I hear from you again. this are all the questions I had in mind to ask you and to send them to you. I hope you'll understand them a little bit.

Im a junior at Taos High school and I would really like to know alot from you on how to enter a college or university.*

If you would like to write to me my address is:

Charlette Suazo
Taos Pueblo
Taos N M.
87571

Thank you
Very much
Charlette
Suazo
(Taos Pueblo)

List of questions for you!
I hope you can answer them all at once.

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Indian Resource Development

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AT THE COLLEGE OF YOUR CHOICE THE CHOICE IS YOURS

Agriculture: Forestry, Horticulture, Plant Science, Animal Science, Soil Science, Farm Management, Wildlife Management, Ranch Management, Agricultural Economics, Veterinary Medicine, Animal Production, Plant Pathology . . .

Engineering: Civil, Mechanical, Computer, Construction, Mining, Environmental, Structural, Petroleum, Agricultural, Electrical . . .

Business and Management: Finance, Accounting, Statistics, Business, Computer Science, Business Management, Real Estate, Trust and Real Property Management, Economics . . .

Sciences: Geoscience, Climatology, Environmental Planning, Land and Water Management, Math, Chemistry, Biology or any Physical Science . . .

PLEASE SEND ME ADDITIONAL INFORMATION ON THE FOLLOWING SUBJECTS WHICH I HAVE CHECKED:

Majors in:

( ) Agricultural Sciences
( ) Trust and Real Property Management
( ) Business Administration
( ) Engineering
( ) Veterinary Medicine
( ) Natural Resources
( ) Science _____ (Type)

High School ( ) will graduate in 19 _____ College student ( ) Year _____

Where _____ Major _____

University (College) of Interest: _____
(name of institution)

Other Interests:

( ) IRD program application
( ) Financial Aid Brochure
( ) American Indian Programs/Organizations
( ) Work Experience/Co-op Assignments

Name _____ Phone: _____
(area code)

Mailing Address: _____
(Street or Box No.) (City) (State) (ZIP Code)

49

2/83

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. 215, LAS CRUCES, NM 88003-9991

POSTAGE WILL BE PAID BY ADDRESSEE

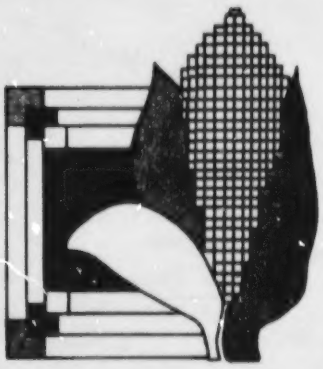
Indian Resources Development
New Mexico State University
P.O. Box 3 IRD
Las Cruces, New Mexico 88003

WHO is eligible for the IRD Program?

An American Indian who is a college-bound high school student, otherwise intent on attending college, or a college student at any level who is interested in pursuing a career in Agriculture, Engineering, Business, Natural Resources or related Sciences. Participants should maintain 2.5 Grade Point Average.

High school students can request information on colleges and universities that offer courses of study in natural resources areas, what programs are available for Indian students, summer programs for qualified high school students, and financial aid information.

College students can receive assistance and information on financial aid, on student services, on summer jobs, on cooperative education assignments, on internships, on permanent placement, on graduate school, and on special topic seminars and workshops.



CALL (505) 646-1347

For more information or to apply, tear off next page or write:

Indian Resource Development
Box 3 IRD
New Mexico State University
Las Cruces, NM 88003

WHY?

Indian Tribal governments need quality Indian people to assist the Tribes in economic development of the future. Indian Tribes will be stronger if they have members with the proper education and experience who can assist the Tribe fulfill its quest for economic independence. You can participate in the future of your nation by considering a college career in a natural resource-related field.

In addition to work with your Tribe, there are excellent opportunities with private industry or State and Federal agencies. You could be a professional, earning a high salary with a bright future ahead.

WHAT is the Indian Resource Development program?

The Indian Resource Development program is designed to encourage Indian students to major in agriculture, engineering, computers, business, and other sciences of value to natural resource and economic development. IRD assists Indian students to stay in school and get their degree at the undergraduate and graduate levels.

IRD is supported by the State of New Mexico and the W.K. Kellogg Foundation, in cooperation with Indian Tribes, universities, colleges, high schools and potential employers.

Appendix C

STUDENT EMPLOYEES

1982 - 1983

At various times during the 1982-1983 fiscal year the following students have been employed by IRD:

Name	Tribe	Year	Major
Theresa Chewiwi	Isleta Pueblo	Freshman	Business
*Raymond Concho	Acoma Pueblo	Senior	Mechanical Engineering
Minnie Ortiz	Navajo	Sophomore	Computer Science
Michael Sanchez	Jemez Pueblo	Freshman	Wildlife Science
Patricia Beasley	Jemez Pueblo	Senior	Biology
Rolena Chuyate	Zuni Pueblo	B.A. and Sophomore	Mathematics Engineering Technology
Della Johnson	Navajo	Senior	Biology
Glenal Riley	Laguna Pueblo	Senior	Trust and Real Property Management
Marvin Roanhorse	Navajo	Sophomore	Geology
Kenneth Tsosie	Navajo	B.A. and First Year Graduate Student	Accounting Accounting
Janice Victorino	Acoma	A.A. and Senior	Business Business
Thora Walsh	Mescalero Apache	Senior	Horticulture

*Raymond Concho also serves as Vice President of the student body at NMSU

NEW MEXICO STATE UNIVERSITY

Inter-Office Memorandum

INDIAN RESOURCE DEVELOPMENT AND INTERNSHIP (IRDI)
Box 3IRD
646-1347

Date: May 11, 1983

To:

From: Lance Lujan, Program Coordinator

Subject: American Indian High School Students Orientation, June 5-11, 1983

This summer the American Indian High School Students Orientation program is changing its format somewhat. First, the group will be smaller--25 to 30 students. The group will be composed of high school sophomores and juniors who are headed toward college and have expressed an interest in the fields of agriculture, engineering, business, or the physical sciences.

Second, IRD would like the presentors to consider the following format so that the experience will encourage the students to prepare for their chosen area of interest:

Suggested Presentation Format:

I. Short introduction to academic area
   - A. A description of the academic area and its various aspects
   - B. Opportunities available, including job possibilities, pay scale, why it is interesting
   - C. Preparation needed in high school to pursue academic areas
   - D. As much as possible, relate academic area to Indian issues, e.g., land, economic and natural resource development on the reservation, and Tribal self-determination.

II. Involve the students.
   - A. Speak "with" the students, not "at" them.
   - B. Provide some form of hands-on experience that generates interest in the academic area, i.e., short experiment, tour, audio-visual, movie, slide show, equipment, hand-out information.

We hope to provide the students with a significant learning experience during their week here at NMSU. We appreciate your time and effort. If you have any questions, call me at 646-2842.

Segment:

Place:

Date and Time:

mr

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STEP TESTING
JUNE 6, 1983

IRDI HIGH SCHOOL STUDENTS ORIENTATION

Ability
H - high
A - average
L - low
combinations

Abbreviations - GLI = Grade Level Indicator
%ile = Percentile Ranking
SES = Socio-economic Status
* = Assumed to pertain based on location of the school

Needs - M = Math
S = Science
E = English/Language Arts
T = Tutoring
R = Regular Program

Reading %ile Stanine, GLI	Vocabulary %ile Stanine, GLI	Writing %ile Stanine, GLI	Math Comp. %ile Stanine, GLI	Math Conc. %ile Stanine, GLI	Bio. Sci. %ile	Phys.Sci. %ile	Ability	Needs	Low SES %ile
19-3-7.9-	5-2-7.9-	24-3-8.1	10-2-6.9-	51-5-11.1+	44-5	17-3	L	all+T	R29-V8-W34-M16-M*
6-2-7.9-	12-3-7.9-	40-4-10.2	33-4-9.4	23-3-8.1	44-5	56-5	LA	E,V,M	R12-V21-W54-M46 MC-34 *
44-4-10.9	73-6-12.9+	82-7-11.1+	55-5-10.5+	71-6-11.1+	87-7	81-7	A	R	R60-V84-W88-M69-MC-85 *
84-7-12.9+	68-6-12.9+	53-5-11.1+	86-7-10.5+	41-5-10.1	87-7	85-7	A	R	R92-V79-W67-M94-MC-58 *
14-3-7.9-	27-4-8.2	22-3-7.9-	51-5-10.5	37-4-9.4	52-5	24-4	LA	E,W	R20-V38-W35-M60-MC50 *
80-7-12.9+	79-7-12.9+	86-7-11.1+	82-7-10.5+	76-6-11.1+	87-7	81-7	HA	R	R89-V88-W92-M91-MC89
44-5-10.5	12-3-7.9-	36-4-9.9	58-5-10.5+	47-5-11.0	60-6	56-5	A	V,W	R60-V21-W51-M72-MC65
44-5-10.9	20-3-8.2	36-4-9.9	8-2-6.9-	5-2-7.9-	60-6	41-5	LA	V,M	R60-V34-W51-M13-MC-7 *
98-9-12.9+	68-6-12.9+	96-9-11.1+	99-9-10.5+	83-7-11.1+	99-9	92-8	H	V	R98-V79-W97-M99-MC92

Reading %ile Stanine, GLI	Vocabulary %ile Stanine, GLI	Writing %ile Stanine, GLI	Math Comp. %ile Stanine, GLI	Math Conc. %ile Stanine, GLI	Bio. Sci. %ile	Phys.Sci. %ile	Ability	Needs	Low SES %ile
35-4-9.7	6-2-7.9-	41-5-10.3	30-4-9.2	13-3-7.9-	15-3	24-4	L	V,M,S	R48-V11-W57-M 42-MC20 *
62-6-12.0	37-4-9.1	51-5-10.8	27-4-8.2	40-5-9.5	69-6	63-6	A	V,M	R74-V47-W63-M37-MC58 *
98-9-12.9+	99-9-12.9+	98-9-11.1+	99-9-10.5+	90-8-11.1+	99-9	92-8	H	R	R98-V99-W98-M99+-MC96
17-3-7.9-	20-3-8.2	41-5-10.3	16-3-7.5	16-3-7.9-	52-5	24-4	LA	E,V,M	R25-V34-W57-M24-MC25 *
53-5-12.0	38-4-10.0	49-5-11.1+	78-7-10.5+	78-7-11.1+	38-4	85-7	A	V,S	R70-V55-W63-M88-MC90 *
14-3-7.9-	24-4-7.9-	18-3-7.9-	24-4-8.0	17-3-7.9-	60-6	24-4	L	All	R20-V34-W28-M35-MC32
37-4-10.1	14-3-7.9-	21-3-7.9-	9-2-6.9-	8-2-7.9-	32-4	6-2	L	All+T	R50-V25-W31-M15-MC12 *
68-6-12.9+	68-6-12.9+	33-4-9.3	82-7-10.5+	86-7-11.1+	87-7	95-8	A	W	R82-V79-W47-M91-MC93 *
22-3-8.0	20-3-8.2	29-4-8.8	22-3-8.5	13-3-7.9-	32-4	6-2	L	All+T	R32-V34-W43-M32-MC20 *
22-3-7.9-	27-4-8.2	20-3-7.9-	34-4-9.0	48-5-10.5	44-5	63-6	LA	E,V,W M	R34-V38-W32-M47-MC66 *
13-3-7.9-	23-4-8.3	15-3-7.9-	18-3-8.0	13-3-7.9-	44-5	3-1	L	All+T	R20-V38-W22-M27-MC20

at each rating
High - 2
Average - 12
Low - 6

% at High = 10
% at Average = 60
% at Low = 30

# of Females - 12
% at High - 5
% at Average - 30
% at Low - 25

# of Males - 8
% at High - 5
% at Average - 30
% at Low - 5

Respectfully submitted,

Rebecca Courtney

Rebecca Courtney,
Educational Diagnostician

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Appendix E3

COMPARISONS USING PERCENTAGES

The percent of females and males below average in each subtest area as compared to the total group was derived.

Stanines 1 - 3 are considered below average.

FEMALES	MALES
R - 30%	R - 10%
V - 25%	V - 15%
W - 25%	W - 5%
M Comp. - 20%	M Comp. - 5%
M Conc. - 30%	M Conc. - 10%
Bio S - 5%	Bio S - 0%
Phys S - 15%	Phys S - 5%

Male results were better in all categories of the test. Implications of these results suggest that the female Indian students planning to attend college will need more intensive educational programming if they are to be successful.

The percent of "rural" and urban students below average in each subtest as compared to the total group.

RURAL	URBAN
R - 30%	R - 10%
V - 35%	V - 5%
W - 20%	W - 10%
M Comp - 25%	M Comp - 5%
M Conc - 30%	M Conc - 10%
Bio S - 5%	Bio S - 0%
Phys S - 15%	Phys S - 5%

The percent of "rural" and urban students below average in each subtest as compared to their same group.

RURAL	URBAN
R - 42%	R - 33%
V - 50%	V - 16%
W - 28%	W - 33%
M Comp - 35%	M Comp - 16%
M Conc - 42%	M Conc - 33%
Bio S - 7%	Bio S - 0%
Phys S - 21%	Phys S - 16%

The data suggests that the students attending the more rural high schools will need a firm college prep program in the future.

SEVENTH ANNUAL AMERICAN INDIAN HIGH SCHOOL STUDENTS ORIENTATION

June 5 - 11, 1983

PROGRAM EVALUATION

We need your suggestions and recommendations to improve future orientations. We also need to get your reaction as to how effective this orientation has been. Please help us to prepare for next year's program by answering the following questions.

Part I - Student Status

Name_____

Grade: Sophomore_____ Junior_____ Senior_____

Part II - Overview of the Orientation Program

Please rank your answers from 1 to 5, with 1 being the most valuable and 5 the least valuable.

	EXCELLENT		AVERAGE		POOR
Overall I considered the orientation	4	9	6	0	0
The speakers were informative	6	8	6	0	0
The ideas presented were well organized	3	8	8	1	0
The length of the orientation	2	6	9	1	2
The pace of the orientation	1	6	10	3	0
Selections of lectures were	3	10	7	0	0
	(Too Long)		(Too Short)		
The length of speakers' presentations was	1	4	15	0	0
The field trips were	2	5	7	6	0
The meals were	0	0	4	1	15
The counselors were helpful	6	7	3	0	0

Part III

Rank the following five items in accordance to how you felt about the orientation, with 1 being the most valuable and 5 being the least valuable.

1.975 Information presented by speakers

2.000 Talking with counselors

1.389 Learning about engineering, business, science, math, agriculture

2.050 Opportunity to make and renew personal contacts

2.603 Seeing the campus

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Appendix F2

Do you think the orientation was helpful? YES 19 I GUESS SO 1

I'M NOT SURE 0 NO 0

Did the orientation add knowledge to your interests? YES 19

I GUESS SO 0 I'M NOT SURE 1 NO 0

Would you encourage other Indian students to attend the orientation?

YES 20 NO

What fields are you now interested in? Engineering--10; Arts and Sciences--9; Agriculture and Home Economics--2; Business Administration and Economics--3

Are you interested in going to college? Yes 18 UNDECIDED 1 NO

What college or university interests you? NMSU--7; UNM--5; Arizona State University-3; Highlands, ENMU, Stanford--2; University of Colorado, MIT, Boston University, Harvard, Dartmouth, Johns Hopkins--1

Please rank answer from 1 to 5 with 1 being most valuable.

	EXCELLENT		AVERAGE		POOR
Sunday, June 5					
Orientation to the Orientation	5	5	9	0	0
Monday, June 6					
Testing	3	4	8	3	0
Tuesday, June 7					
Listening and Notetaking	7	6	5	0	0
Earth Sciences	5	3	9	1	0
Soil Conservation Service	5	6	6	2	1
Developing a Study Routine	6	6	6	0	0
Computer Science	8	5	5	1	0
Biology	12	5	1	0	0
Physics	4	7	2	2	3
Wednesday, June 8					
Mechanical Engineering	9	7	2	0	0
Electrical Engineering	9	7	2	0	0
Civil Engineering	9	5	4	0	0
How to Read and Remember	5	6	7	0	0
Chemistry	5	7	5	0	1

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Appendix F3

	EXCELLENT		AVERAGE		POOR
Wednesday, June 8 (continued)					
Fishery and Wildlife	6	6	6	1	0
Tour of Horse Farm	4	5	6	3	1
Thursday, June 9					
Test Results Wrap-Up	5	4	8	0	1
Memorizing and Concentration	5	5	5	3	0
Sheep and Wool	3	2	6	5	2
American Indian Program	4	8	5	2	0
Overcoming Procrastination	5	5	8	2	0
Plant Pathology	3	3	7	3	2
Business Administration, Management, and Accounting	4	3	10	0	1
Trust and Real Property Management	3	5	8	1	1
Friday, June 10					
Test Preparation and Taking	4	6	8	4	5
Test Results Counseling	4	10	4	0	0
Admissions	3	7	7	1	0
Mathematics	4	6	6	2	0
Financial Aid	5	7	6	0	0
Learning Wrap-Up	4	5	9	0	0
Agronomy	2	5	7	1	2
Tour of Solar Energy Institute	5	4	6	1	2

Appendix F4

WHAT THREE THINGS ABOUT THE ORIENTATION ARE THE MOST USEFUL?

The lectures of the orientation
Seeing how college life is
Seing the campus
Talking with people with personal experiances

Some of the lectures
Gat some background to what college life was like
Learning about study skills
The different type of careers
Seeing how college life is

Math, Science, Engineering

The biology lecture
Ms.Browns sections
Land management

Notetaking, engineering and memory

Financial aid info
Counseling
Getting a taste of college life

Business, math and knowing the campus

Learning how to study
Learning more how to get alone with people
The info that was presented to us

The things that were most useful was the taste of college life and food.
Making the acquaintance of new friends and learning about new careers

Learning to be on time
Lectures on different careers
Encouragement by speakers

Information about certain areas
Learning how to have good study habits
How college is like

Study skills, etc.

Meeting with different heads of departments
Meeting with other students that have similar intentions about college

The notetaking, listening to lectures and learning about college life.

Requirements of the field you want to major in
College life
Skill I and II by Sue Brown

Sue Brown's lectures
Being away from home

Pg 2
(cont)

WHAT THREE THINGS ABOUT THE ORIENTATION ARE THE MOST USEFUL TO YOU?

Test results

Learning how to study
What different field you could go into
Where to go to get help

I've met the students that were selected
I've learned about some of their backgrounds and what they feel about the programs offered a NMSU. This has given me more insight on high school students today, at least the ones we got to know

Talking to high school students and expect what questions they will ask; Human behavior of sixteen, seventeen year-old students

Appendix F6

WHAT THREE THINGS DID YOU LIKE THE BEST ABOUT THE ORIENTATION?

The organization of the program
The campus
Most field trips

Free dorms and meals
Taking trips
The activity center
The presentations

The field trips, being exposed to different types of careers and meeting new people

Counselors
People (friends)
My cousins were here

Best was meeting new and young Indian students
Having a chance to see NMSU
Mr. Lujan and the cameraman

Getting to meet people, trips, and living in dorms

Getting to know other students
Information
Length of the orientation (1 wk)

Business and the sheep wool

People
Info
Basic nature

The info presented by the speaker
Making new friends
The trip to White Sands (no kidding, I really liked it)

Going to the game room
Going to see a movie
Seeking around at night

Meeting new people
Getting away from Laguna

Finding about possibilities in college
Meeting people
The gym

The 3 best things were meeting new friends
Having a good time

(cont)

WHAT THREE THINGS DID YOU LIKE BEST ABOUT THE ORIENTATION ?

Field trips
Horse farm
Banquet

Meeting people, the information, the experiance of being away from home

Meeting students and making new friends
Gives an advantage to students who want to go into a certain field
Gives high school students a taste of college life

The objective of the program to introduce those students to college life and encourage their education once out of high school.

Lance Lujan, Program coordinator, Richard Simmons etc.
Recreation adjacent with lectures, etc.
Banquet/sitting next to Dean Genin's wife

Appendix F8

What three things did you like least about the orientation?

Food, heat,room

The food, the schedule was too tight and some of the classes were too long

The meals, curfew, the field trips

Too many hours in the classroom
Staying for a short time

White Sands field trip
Some of the lectures
The cafeteria food

Some speakers took too long or they weren't organized
The days activities were too hurried

The length of the lectures, too
Many speakers and cafeteria food

Fiels trips, food some lectures

Physics and chemistry

Food, 10:00 lights out, Richard Simmons

The food, the Richard Simmons exercise
I, personally could not get into the presentation, dealing with agriculture and farming and raising livestock and sheep

Going to White Sands
Going to bed early
Getting up early

Food
Getting up early and going to bed early
Too short
:
Too short (time period is crammed with lots of info

Going to bed t 10:00
Going to White Sands and not being able to see Tron

Food horse ranch, Lance Lujan (just joking)

Eating in the cafeteria, getting up late at night to tell students to go to sleep
Should be at a different time than the FFA

There was no tour of Las Cruces for the students which I am sure would have been enjoyable for them.
Also, it would give the student some sites and places to go if they decide to attend NMSU in the future

Students complaints about the food; getting beat at chess; staying up late and not resting

Appendix G

INDIAN RESOURCES DEVELOPMENT AND
INTERNSHIP PROGRAM (IRDI)

Box 3 IRD
Las Cruces, New Mexico 88003
Telephone (505) 646-1347

NEW MEXICO STATE UNIVERSITY

August 2, 1982

Mr. Darol K. Evans
Peronnel Administrator
Physical Science Laboratory
Las Cruces, NM 88003

Dear Mr. Evans:

Mr. Alan Cherino is a participant of Indian Resource Development and Internship program. He has a Certificate in Electronic Technology from the University of New Mexico. He will be attending New Mexico State University during the Spring 1983 semester, majoring in engineering. I am referring him to you for employment.

He is seeking employment starting the fall semester of 1982. He is willing to work at any job but would prefer something in his field.

I would appreciate it if you would consider his application to PSL. I recommend Mr. Cherino for employment. thank you for your time and consideration.

Sincerely,

Kathryn Tijerina
Director

mb

Appendix H1

INDIAN RESOURCES DEVELOPMENT AND
INTERNSHIP PROGRAM (IRDI)

Box 3 IRD
Las Cruces, New Mexico 88003
Telephone (505) 646-1347

December 21, 1982

Dear Participant:

The enclosed information is about job opportunities with the Soil Conservation Service (S.C.S.). There are excellent opportunities for summer jobs and co-ops, some with the chance for eventual permanent placement. In addition, for those close to graduation, there are a few full time positions available.

If you are interested or just want to keep your options open, please read the enclosed information carefully. Apply directly to the S.C.S. for the position in which you are most interested. Please note that you must have your application in before January 31, 1983. We would also appreciate a note from you, so that we can be of assistance later on.

Good luck. Let us know if we can be helpful in the future.

Sincerely,

Kathryn Tijerina

Kathryn Harris Tijerina
Director

mb

Enclosures

RECEIVED DEC 16 1982

United States Department of Agriculture
Soil Conservation Service
Box 2007
Albuquerque, NM
87103

December 14, 1982

Ms. Katharine Tyerina
Box 3IRN
New Mexico State University
Las Cruces, NM 88003

Dear Ms. Tyerina:

Enclosed are some general information sheets on the Soil Conservation Service's (SCS) objectives and facts on various professional career opportunities with SCS. Also enclosed is a fact sheet on the Cooperative Education Program (Co-Op Program) and a vacancy announcement for the Student Trainee Program.

Cooperative Education Program

The Cooperative Education Program, as it pertains to federal employment, is a staffing program which provides study-related, fully paid employment for students who are pursuing a baccalaureate curriculum at a qualifying educational institution.

SCS has Cooperative Education agreements with two New Mexico educational institutions: New Mexico State University and the University of New Mexico. Students who are interested in the Co-op Program apply through the University's Cooperative Education office. The Co-op office at the university then refers the names of qualified students to businesses or agencies which participate in the program. Students who are hired will then alternate semesters between working and attending school until graduation. Upon the completion of education, a Co-op student is eligible for noncompetitive conversion to a career-conditional appointment at either the GS-5 or GS-7 level, depending on academic standing. To be elibible for a GS-7 position, the student must graduate with superior academic standing: 1) a 2.9 or better overall GPA, or 2) a 3.5 or better GPA in the student's major field of study.

The Co-op Program has proven to be highly effective because it allows students realistic exposure to career opportunities in the work environment and allows the agency to fill positions with people who have proven performance abilities.

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Student Trainee Program

Unlike the Cooperative Education positions, the Student Trainee positions are made by competitive appointment.

The Special Examining Unit of the SCS, in Lanham, Maryland, periodically opens a special Student Trainee Register. Applicants are rated on their education and experience and are assigned a numerical rating. The names of individuals are then referred to the various states that have Student Trainee positions open.

Once selected for a position, the student attends school on a full-time basis during the fall and spring semesters, and works full-time during the summer break.

Soil Conservationist Positions

Students who are close to the completion of their degree in agriculture or the related natural resource or agricultural fields, such as agronomy, forestry, wildlife biology, regional planning, agricultural education, or agricultural engineering with at least 30 semester hours in agricultural and at least 3 hours in soils, can apply for entry level soil conservationist positions. To quality for those positions, the applicant applies to the SCS Special Examining Unit in Lanham, Maryland, where they are given a numerical rating, based on their experience and education. The selection procedures are the same as for Student Trainees, except the applicant will enter at the professional entry level instead of the trainee level.

Soil Conservation Technician Positions

Persons who have discontinued their education but would like to work in the agricultural field might be interested in Soil Conservation Technician positions. The entry grade level for these paraprofessional positions is determined by the applicant's education, experience, and agricultural background. The application procedures are the same as for Soil Conservationists.

Other Professional Positions

Unlike the Soil Conservationists or Soil Conservation Technician positions, applicants for range conservationist, engineer economist, agronomist, soil scientist, administrative positions, etc., are rated by the Office of Personnel Management. Application information is on the back of the enclosed fact sheets.

I hope this information will help explain the various career opportunities available in SCS for professionals. If you have questions on any of these programs or would like additional information, please contact me.

Neil M. Fuller

Neil M. Fuller
State Administrative Officer

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Appendix I

INDIAN RESOURCES DEVELOPMENT AND
INTERNSHIP PROGRAM (IRDI)

Box 3 IRD
Las Cruces, New Mexico 88003
Telephone (505) 646-1347

NEW MEXICO STATE UNIVERSITY

IT'S NOT TOO EARLY TO THINK ABOUT A JOB FOR

THE SUMMER OF '83

Wednesday, September 22, 1:00 p.m., Placement Office

Margie Garcia of the Los Alamos National Laboratories

is giving out information about summer jobs at LANL.

START YOUR SUMMER JOB SEARCH EARLY.

Come visit us in the Basement of Baldwin Hall.

Lance Lujan

Program Coordinator, IRDI

Appendix J1

INDIAN RESOURCES DEVELOPMENT AND
INTERNSHIP PROGRAM (IRDI)

Box 3 IRD
Las Cruces, New Mexico 88003
Telephone (505) 646-1347

November 12, 1982

Mr. Jesse R. Luna
Civil Rights Unit, Region 6
U.S. Forest Service
P.O. Box 3623
Portland, OR 97208

Dear Mr. Luna:

I enjoyed meeting you and Mr. Cainion. I am hopeful that we can establish a firm and mutually beneficial working relationship.

As requested, the following information is about the majors of IRDI participants. There are eight IRDI participants majoring in forestry; four in fish and wildlife; and seven in computer science. Of our IRDI engineering participants who qualify there are 54. Of those eligible in business management there are 61. And finally, there are 52 IRDI participants who are majoring in range management or other aspects of agriculture. There are, in total, 186 IRDI participants who are in a forestry-related major.

Of course we have not ascertained whether these students would be interested in a co-op or summer job. Many Indian students have families and may be hesitant to move as far as Oregon. Therefore, I would recommend as a beginning effort a maximum of 20 summer positions and fewer co-ops.

I would be glad to begin contacting these Indian students about job/co-op possibilities as soon as I hear back from you. Please let me know if you need any further information. Thank you for your interest and support.

Sincerely,

Kathryn Harris Tijerina
Director

mb

Appendix J2

INDIAN RESOURCES DEVELOPMENT AND
INTERNSHIP PROGRAM (IRDI)

Box 3 IRD
Las Cruces, New Mexico 88003
Telephone (505) 646-1347

NEW MEXICO STATE UNIVERSITY

August 26, 1982

Mr. William L. Grosvenor
Recruitment Officer
U.S.D.A. Forest Service
Federal Building
P.O. Box 7669

Dear Mr. Grosvenor:

Early in 1982 the Indian Resource Development and Internship (IRDI) program requested information about possible cooperative education programs, Federal Junior Fellowships, and Student Summer Employment programs.

You may be unaware that Mr. Russel Kilgore is no longer with the program. Mrs. Kathryn Tijerina is the current Director of IRDI. The goals of the program have changed to the extent that we are attempting to get a head start on cooperative education and summer jobs for the second semester of 1983, as well as beginning to develop a list of summer employment for qualified students.

The IRDI program would like to continue receiving information to be distributed to Indian students for the coming year. We would appreciate it if you could provide us with deadlines and application procedures.

We appreciate your efforts in providing opportunities for American Indian students in the Forst Service in your area. The IRDI program will attempt to find quality Indian students to participate in these exciting forestry programs.

Please don't hesitate to call me at (505) 646-2342.

Sincerely,

Lance Lujan
Program Coordinator

mb

Appendix J3

United States Department of Agriculture
Office of Administrative Systems
National Finance Center
P.O. Box 60,000
New Orleans, Louisiana 70160

November 9, 1982

Mr. Russel E. Kilgore, Program Director
Indian Resources Development and
Internship Program
New Mexico State University
Box 3 IRD
Las Cruces, New Mexico 88003

Dear Mr. Kilgore:

The National Finance Center (NFC), U.S. Department of Agriculture, has three positions that will be filled through the Cooperative Education (Co-op) Program in the spring of 1983.* Two of the positions are Computer Programming Student-Trainee, GS-099-4, and the other is Management Assistant, GS-344-4. Presently, the hourly rate of pay for these positions is $5.74. Upon successful completion of the program requirements, the participants may be converted to permanent full-time employees as Computer Programmer, GS-334-5, and Management Analyst, GS-343-5, with starting annual salaries of $13,369.

We will consider students majoring in computer science or mathematics for the Computer Programming Student-Trainee position. For the Management Assistant position, we will consider students majoring in journalism or business administration and possessing a good writing ability.

The NFC is most interested in entering into a Cooperative Education Working Agreement with your University. If you have students we may consider for these positions, please contact me as soon as possible. I can be reached by telephone at 504-255-5480 or in writing at the above address.

I look forward to hearing from you.

Sincerely,

SAUNDRA M. DYMOND
Coordinator for
Cooperative Education

*Later we ascertained this had been delayed until fall of 1984.

Appendix K

INDIAN RESOURCES DEVELOPMENT AND
INTERNSHIP PROGRAM (IRDI)

Box 3 IRD
Las Cruces, New Mexico 88003
Telephone (505) 646-1347

NEW MEXICO STATE UNIVERSITY

September 21, 1982

Dear :

The Indian Resource Development and Internship (IRDI) program was established to assist Indian Tribes to gain effective control and management of the development of their natural resources. However, current Tribal efforts at natural resource development are hampered by lack of educated and experienced Indian people to fill technical and management positions. Because there is such a need for Indian people with natural resource- or business-related education, IRDI recruits Indian students into natural resource- or business-related majors and assists them to stay in school. Because student retention is aided by practical work experience in their fields, IRDI provides summer employment and cooperative education and internship experiences.

We are hopeful your Tribe may cooperate with IRDI by offering work experience opportunities to one or more Indian students majoring in an area of natural resources, economic development, agriculture, veterinary medicine, engineering, computer science, business administration, management, accounting, geoscience, fisheries, wildlife science, forestry, range science, soil science, or a related area. This experience will benefit both the Tribe and student. The student will receive valuable job experience, and the Tribe will be investing in the training of a future employee in a critical needs area.

If you are willing to provide a student a job opportunity in any of the above areas for the spring semester or a summer job, IRDI is willing to assist you by providing a talent pool from which to choose a candidate. Indian students are eager to apply classroom knowledge to the practical experience in the world of work.

I would like to hear from you as soon as possible. Please write or call.

Sincerely,

Lance Lujan
Program Coordinator

mb

Appendix L1

INDIAN RESOURCES DEVELOPMENT AND
INTERNSHIP PROGRAM (IRDI)

Box 3 IRD
Las Cruces, New Mexico 88003
Telephone (505) 646-1347

November 1, 1982

Dear IRDI Participant:

Enclosed is a Job Announcement Bulletin from California Indian Manpower Consortium, Inc., we thought you might be interested in.

Please let us know if we can be of any further service to you.

Sincerely,

Kathryn Tijerina

Kathryn Harris Tijerina
Director

Enc.

mb

CALIFORNIA INDIAN MANPOWER CONSORTIUM, INC.
Employment and Training Program
4441 Auburn Blvd., Suite "J",
Sacramento, California 95841
916-488-5377

October 20, 1982

CIMC JOB ANNOUNCEMENT BULLETIN #83-04

SUBJECT: Job Announcement: **Agri-Business Administrator**
Riverside, California

TO: California Indian Manpower Consortium Board of Directors
California Indian Manpower Consortium Field Offices
California Indian Manpower Consortium Membership
Region IX Native American Grantees
Indian Organizations
Title VII Projects

1. **Purpose:** To announce the open hiring opportunity for the position of **Agri-Business Administrator** at the **CIMC Riverside Office.**

2. **Information:** All applicants interested in the above position open with CIMC should submit their application and resume to the California Indian Manpower Consortium, Inc., 4441 Auburn Boulevard, Suite "J", Sacramento, California 95841, 916-488-5377.

3. **Expiration Date:** November 3, 1982

4. **Attachments:** Job Announcement
CIMC Application

Lorenda T. Sanchez
Executive Director

Diana Charnell
Personnel Officer

LTS:DC:aw

Appendix M1

LIST OF PARTICIPANTS

Herman Agoyo I.
Program Administrator
San Juan Pueblo
Box 1099
San Juan Purblo, NM 87566

Ruby Aiule
Enterprise Development
Zuni Pueblo
P.O. Box 580
Zuni, NM 87327
782-4574

Sandra Armijo
Bookkeeper
Santa Ana Pueblo
Star Route Box 33, Santa Ana Pue.
Bernalillo, NM 87004

Dodie Bernal
Staff Accountant
All Indian Pueblo Council, Inc.
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Albuquerque, NM 87197-6507
247-0371

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Tribal Planner
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Cochiti, NM 87041
465-2244

Dale Calbza
Southwest Indian Polytichnic Institute
P.O. Box 10146
Albuquerque, NM 87198
766-3095

Jerry L. Folsom
Choctaw
Bureau of Indian Affairs
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Albuquerque, NM 87198
766-3155

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Zuni, NM 87327

Glaudia Lupee
Assistant Tribal Administrator
Pueblo of Zuni
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782-4481 Ext. 473

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Planner/Techician
San Juan Pueblo
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San Juan Pueblo, NM 87566
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Linda Martinez
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455-7692

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247-0371

Sharon Monarco
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465-2244

Carol Pinto
Pueblo of Zuni
Zuni Public School Distrivt
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Zuni, NM 87327

Jose F. Romero
Governor
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465-2244

Philip J. Savilla
Isleta/Wuechan
Pueblo of Auni
Education Dept. Box 339
Zuni, NM 87327
782-4481 Ext. 474

Jerald D. Smith
Business Manger
Laguna, NM 87026
552-6654 Ext. 55

Johnnita Townsend
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All Indian Pueblo Council, Inc.
Albuquerque, NM 87197-6507
247-0371

Beverly J. Tsiosdia
Loan Officer
Shoshone
Bureau of Indian Affaris
Boa 8327
Albuquerque, NM 87198
766-3155

Roberta Velarde
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Jicarilla Anache Tribe
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Dulce, NM 87528
759-3242

Kathy Vigil
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455-7692

Brenda Waatsa
Pueblo of Zuni
Zuni Home Health Care Agency
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Zuni, NM 87327

Mark J. Chino
Donna Heaton
P.O. Box 1667
Bureau of Indian Affairs
Southern Pueblo Agency

Wesley S. Mason
BIA/ALB Area Office
Education Chapter I
P.O. Box 8327
Albuquerque, NM 87198

Appendix N1

Introduction

While this course concerns itself with the basics of accounting, it takes into consideration that the student is primarily interested in and working for a government entity.

Governments and other not-for-profit organizations are unique in that:

1. The profit motive as practiced in business is not found in government entities.
2. Ownership of a government entity is owned collectively by their constituents.
3. Citizens contributing through taxation or otherwise to the organization do not necessarily receive a direct or proportionate share of its goods or services. eg. welfare recipient most likely did not pay the taxes from which the benefits are paid.

Major "not for profit"organizations have grown dramatically and have become a major economic, political, and social force in today's society. It has completely surrounded the citizenry. The Federal Government alone spends $600 billion per year. It has been said that a citizen of the U.S. Must work 2 1/2 months just to pay all his taxes to various and sundry governmental entities.

The above is stated to emphasize that government is big business! Like big business it too must keep records. In addition to the normal accounting practices that must be followed in the keeping of these records, legal compliance must also be observed. Accounting records must be sensitive to the laws passed by Federal State, and City legislators so that assurance can be given the elected officials of its citizenry that their will as written into law was obeyed.

It is this area in financial record keeping that is the major difference between public accounting and not-for-profit accounting.

Since the basics are similar, this course will concern itself with the public accounting aspects and will utilize as examples the business type of problem. Rest assured that at the basic level, there is no essential difference. Wherever possible the bridge between government and the private sector will be

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VITAE

Joshua Kramer

Mr. Kramer has recently retired from the government after 35 years of service. During his career, he was Financial Advisor to the High Commissioner of the Ryukyu Islands and Comptroller of the White Sands Missile Range. He is the recipient of both the exceptional and meritorious civil service awards from the Department of the Army. He completed his M.A. at Syracuse University and all course requirements to a Ph.D. at American University. Currently, he is an assistant professor at New Mexico State University where he teaches accounting. He is a member of the Association of Governmental Accountants of El Paso-Las Cruces, American Accounting Association and Municipal Financial Officers Association.

Dr. C. Ron Sprecher

Dr. Sprecher is a Professor of Finance in the College of Business Administration and Economics at New Mexico State University in Las Cruces. He received his Ph.D. in Finance from the University of Illinois in 1969.

He is an author of two text books and his articles have appeared in the Journal of Finance, Journal of Bank Research, Journal of Insurance Issues and Practices, and The Financial Management Journal.

Appendix O

COMMENTS OF PARTICIPANTS IN THE

FINANCIAL MANAGEMENT SEMINAR FOR INDIAN PERSONNEL

"The session material was concise, and the presenters were well prepared."

"Helped me to learn a lot more than what I knew."

"I enjoyed the stimulus of a learning situation."

"Good review, well organized."

"Material was challenging."

"Individual assistance."

STUDENTS WHO ATTENDED

AMERICAN INDIAN SCIENCE AND ENGINEERING SOCIETY (AISES)

OKLAHOMA CITY, OK NOVEMBER 11 TO 13, 1982

Name	Tribe	Major
Aguino, Joseph	San Juan Pueblo	Electrical Engineering
Concho, Deanne	Acoma Pueblo	Industrial Engineering
Felipe, Harold	Acoma Pueblo	Civil Engineering
Jojola, Bernard	Isleta/Laguna	Engineering Technology
Martine, Cynthia	Jicarilla Apache	Chemical Engineering
Mora, Robert	Navajo	Electrical Engineering
Mooney, Gwen	Laguna Pueblo	Electrical Engineering

Appendix Q

INFORMATION ON GRADUATING NAPCOE STUDENTS

One student, Robert Roessel, completed his studies in August and received a B.S. degree in civil engineering. He became the twelfth graduate who participated in NAPCOE. Utah International employed him at their Navajo Mine, Fuitland, New Mexico. May graduate, Sam Tekala, opted to work for the Westinghouse Hanford Company in Washington State. The highlight of the year was the graduation of a NAPCOE student who was awarded a full one-year scholarship toward graduate studies. He is employed by Sandia National Laboratories as a mechanical engineer, the first Indian participant in their One Year on Campus Program.

In the October, 1982, issue of Graduating Engineers appeared an article on Myron Montoya of Laguna Pueblo, a NAPCOE electrical engineering graduate. He is currently employed by ARCO. Another nationally circulated magazine, Hispanic Times, carried an article and picture of Robert Roessel, civil engineering, in its winter issue.

One NAPCOE student, Michael Gorospe, was recognized for his high GPA during academic year 1981-1982. He was presented a plaque by the Laguna Scholarship Office. Galen Sandoval, Navajo mechanical engineering student, was awarded the El Paso Natural Gas Scholarship during the fall semester. The scholarship is renewable.

Appendix R1

INDIAN RESOURCES DEVELOPMENT AND
INTERNSHIP PROGRAM (IRDI)

Box 3 IRD
Las Cruces, New Mexico 88003
Telephone (505) 646-1347

NEW MEXICO STATE UNIVERSITY

January 7, 1983

Dear Governor :

I thought this article might be of interest to you. Statice is a potential new market for the agricultural Pueblos. A half acre might bring as much as $13,800 gross income. With careful marketing a Pueblo could then begin to expand its acreage.

If you are interested in pursuing this possiblity, I wuggest that you contact Frank Matta directly at:

Espanola Valley Branch Station
New Mexico State University
Alcalda, NM 87511
(505) 852-4241.

If the Indian Resource Development program can be of further assistance to you, please don't hesitate to call us.

Sincerely,

Kathryn Harris Tijerina
Director

mb

Enclosure

Appendix R2

Cover Story

New Mexico Statice Market Could Flower

Farmers could add splashes of color to their fields by taking advantage of a new crop being developed for New Mexico.

Statice, a small showy flower with canary yellow, deep purple, light blue, white, deep rose, lavender rose or orange blossoms, has traditionally been used by florists as a filler in fresh or dried flower arrangements.

The flower is pliable when it is fresh and retains its colorful blossoms after it has been dried.

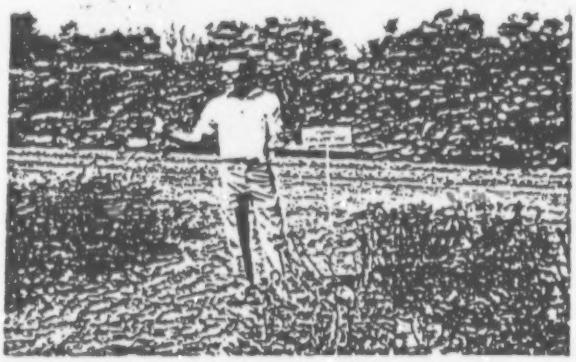
The high intensity light, arid climate and temperatures in New Mexico contribute to high quality statice with vivid colors and few disease problems says Frank Matta, superintendent of the Española Valley Branch Station near Alcalda.

Matta estimates 9,200 one-pound bunches of statice could be produced on an acre. With prices ranging from $1 to $3 a bunch, gross income per acre could be as much as $27,600.

To find how interested florists might be in using New Mexico statice, florists from other states were surveyed recently. Most of them indicated they would buy New Mexico statice, and two thirds were receptive to contracting with growers or suppliers.

"Comments on developing a New Mexico statice market were generally encouraging," Matta said. He recommends farmers limit themselves to one-half acre until a large market is developed.

Statice growers can get about seven crops in a growing season, beginning in July and lasting until mid-October frost. Harvesting is done by hand when 90 percent of the flowerettes are open. If statice is not sold fresh, it can be hung in a barn or shed to dry and be sold later.



Matta holds statice grown in an experimental plot where researchers are using nitrogen fertilizers to get longer stems and better quality plants. Although the stations use both seed and transplants, Matta recommends transplants for early production.

"There is a great potential for statice as a commercial product," Matta said. "Florists buy their statice with other flowers and greenery, so there is also a potential to market other floral items with statice."

NEW MEXICO STATE UNIVERSITY AGRICULTURAL EXPERIMENT STATION Fall, 1982

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RECEIVED JAN 18 1983

Appendix S

PUEBLO OF LAGUNA

P.O. BOX 194
LAGUNA, NEW MEXICO 87026

Office of:
The Governor
The Secretary
The Treasurer

(505) 243-7616
(505) 552-6654
(505) 552-6655

January 11, 1983

Ms. Kathryn Harris Tijerina
Director
IRDI Program
P.O. Box 3 IRD
Las Cruces, New Mexico 88003

Dear Ms. Tijerina

Thank you for the information on the potential new market in Agriculture for the Pueblo of Laguna consideration. This information has been sent to the Pueblo's Economic Development Staff for their review and research.

It is assuring to know that there are organizations that can provide the Pueblo of this service. If you have any additional concern, contact Jerry Smith, Business Manager at your earliest convenience.

Sincerely

PUEBLO OF LAGUNA

Edwin M. Martinez
Governor

EMM/JDS:jr

cc Jerry Smith
Lew Sybertz

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Appendix T

Members of the Division of Social Sciences wish to acknowledge their appreciation to Gulf Oil Corporation and the Getty Oil Corporation for their generous financial assistance in helping to make this Symposium possible.

Symposium on the American Indian
Committee Members

Carol Young, Chairman
Dr. Ruth Arrington
Donald Bread
Marilyn Bread
Raella Brown
Sara Brown
Bryan Chanate
Susan Gragg
Dr. Austin Ketcher
Dr. Betty Lombardi
Dr. Chet Lombardi
Dr. Richard Madaus
Dr. Charles Noble
Mary Oosahwee
Delores Sumner
Dr. Dorothy Willey
Dave Tyner, President NASA
Ray Williams, Vice President NASA
Esther Holloway, Tribal Management
Grace Thorpe, Tribal Management
Lisa Brassfield, SACNAS

There are no charges for the various events in the Symposium other than for meals and lodging.

For additional information on the Symposium contact:

Carol Young
(918) 456-5511 ext. 220 or 223

Cover artwork is by Mary Tiger Brown, first place winner of the Symposium on the American Indian Art Contest. Mary, a Creek Indian, is a senior at NSU where she is majoring in art.

This publication, printed by University Production Printing, is issued by Northeastern State University as authorized by House Bill 1714. Eight thousand copies have been prepared and distributed at a cost of $447.50.

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Kenneth L. Smith

Billy Mills

Franklin Ducheneaux

Elmer Sevilla

Katheryn Harris Tijerina

Ronald P. Andrade

Dr. Duane King

Diane Kelly

GUEST SPEAKERS

Third Assistant Secretary of Indian Affairs Kenneth L. Smith, is a member of the Wasco Tribe of Oregon. He was nominated to his position by President Reagan and sworn into office by Interior Secretary James Watt.

Smith had been with the Confederated Tribes his entire adult career and has served on several boards including the American Indian Lawyer Training Program and the Oregon State Board of Education.

Billy Mills, an Oglala Sioux, was the 1964 Olympic Gold Medalist in the 10,000 meter run. Currently an outstanding businessman and community leader, he is founder and president of the Billy Mills Leadership Institute. His life story will be told in the new film *"Running Brave"* to be released next year.

Newly inaugurated chairman of the largest tribe in the United States, Peterson Zah defeated Peter McDonald — often called the most powerful Indian in America — in his bid for fourth term. Prior to his election he was executive director of DNA, the largest Indian Legal Services organization in the United States.

An Akwesasne Mohawk, Dr. Shirley Hill Witt presently holds the position of Cabinet Secretary, Natural Resources Department for New Mexico. Maintaining a high profile nationally and internationally in commitment to human and civil rights and to Native American treaty rights, Witt is also director of the Rocky Mountain Regional Office, U.S. Commission on Civil Rights.

Elmer Sevilla is executive director of the National Tribal Chairman's Association. A full blooded member of the Quechan Indian Tribe, Sevilla has been of service to tribes in numerous capacities, including executive director of the Inter-Tribal Council of California and delegate to the National Congress of American Indians.

Franklin Delano Ducheneaux is Special Counsel on Indian Affairs, Committee on Interior and Insular Affairs, U.S. House of Representatives. A Cheyenne River Sioux, Ducheneaux prepares and submits all legislation introduced to Congress concerning Indian people.

A Ft. Peck Assiniboine Indian physician, Dr. Lois Steele is currently director of INMED, a major national effort headquartered at the University of North Dakota to recruit American Indians into health care professions. She is also active with the Association of American Indian Physicians.

Currently the director of the Native American Resource Center at Dartmouth College, Dr. Rayna Green is also working on a fellowship from the National Academy/Ford Foundation Fellow at the Smithsonian Institution. Known for her contributions to advancement of Native Americans in scientific/technological development, she is writing a Native American detective story called *Ramona Sixkiller*.

A Comanche Indian, Kathyrn Harris Tijerina graduated Magna Cum Laude from Radcliffe-Harvard and received her juris doctorate from Stanford University. She is presently director of Indian Resource Development at New Mexico State University, a program designed to develop a professional cadre of Indian technicians and scientists for all aspects of natural resource development.

A Luiseno-Diegueno from the LaJolla Reservation, Ronald P. Andrade is currently executive director of the National Congress of American Indians. He is responsible for directing overall operations of the organization and maintaining contact with more than 160 members tribes and 1,500 individual members.

Dr. Duane King is director of the Cherokee National Historical Society in Tahlequah. A noted anthropologist, Dr. King has written numerous papers and publications on the history and archeological findings of the Cherokee people. He is also a representative to the North American Indian Museums Association.

Diane Kelly, a Cherokee, is presently director of the Employment and Training Department, which is one of the largest departments within the tribe, serving 12 of the 14 counties that make up the Cherokee Nation. Kelly was recently appointed by the Department of Labor as one of the 10 directors to serve on the new Job Training Partnership Act program's Performance Standards Advisory Committee in Washington, D.C.

Pete Homer Jr., a Mohave/Shasta Indian from Arizona has worked in employment and training programs for the last 12 years. He is the Acting Director of the Office of Native American Programs and is a member of the National Congress of American Indians where he has served as an area vice president.

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COLLEGES AND UNIVERSITIES WITH WHICH IRD HAS HAD CONTACT

Florida State University
Harvard University, College of Education
Indiana University
Michigan State University
Navajo Community College
Northern Arizona University
Northern New Mexico Community College
Oregon State University
Purdue University, College of Veterinary Medicine
State University of New York, Stony Brook, Harriman College for Urban and Political Science
University of Minnesota, College of Veterinary Medicine
University of New Mexico, Special Programs
Utah State University
Washington State University

TRIBE_____ CONTACT_____

ADDRESS_____ PHONE_____

_____

1. Do you have research and technical needs related to natural resource development not now being met due to lack of funds? Yes_____ No_____

2. Have you in the past ever had any contact or received assistance from the land grant or other college in your state? Yes_____ No_____
If so, please list which school, type of assistance, and for how long.

_____

3. Are you currently using other groups for research or technical assistance for natural resource development?

Non-profit Consultant _____

For-profit Consultant _____

Law Firm _____

State Agency _____

Federal Agency _____

Other (Specify) _____

Are you satisfied with the results? Yes_____ No_____

4. Based on the enclosed explanation of the IRI, do you believe that you would have use for this type of assistance? Yes_____ No_____

5. If so, would you be willing to express support for the project? Yes_____ No_____

6. Please make additional comments or suggestions.

_____

_____

_____

Appendix W

INDIAN RESOURCE DEVELOPMENT AND INTERNSHIP (IRDI) PROGRAM

Advisory Committee Meeting

September 20, 1982

Agenda

Sunday, September 19	Check into Motel 6 (next to Holiday Inn) Reservations under IRDI; Phone 526-3276
7:50 p.m.	Van Pick-up at Motel to Reception
8:00 p.m.	Reception at the Director's Home 1844 Salinas; Phone 522-1155
Monday, September 20	
8:45 a.m.	Van Pick-up at Motel to Knox Hall, Room 201 Continental Breakfast
9:00 - 9:15	Staff Introductions
9:15 - 10:00	Advisory Committee Statements
10:00 - 10:15	Review of Reports
10:15 - 11:00	Budget °1982 - 1983 °1983 - 1984
11:00 - 11:10	Board of Educational Finance
11:10 - 11:30	Kellogg Proposal
11:30 - 12:00	Federal Initiative Consultation Current Support National Association of State Universities and Land Grant Colleges
12:00 - 1:30	Lunch Van to Holiday Inn, Regents Room
1:30 - 2:00	Criminal Justice Presentation
2:00 - 2:30	Current Program (New Forms - Ag Econ Film) Cooperation Accountability (947, Update, Computer log)
2:30 - 3:45	Future Directions
3:45 - 4:00	News Items Tribal Tax Status Act Melcher Bill

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Appendix X

INDIAN RESOURCE DEVELOPMENT

ADVISORY COMMITTEE MEETING

June 10, 1983

Agenda

9:00 - 9:15	Staff Introductions
9:15 - 10:00	Statements by Committee Members
10:00 - 10:15	Review of Reports Semi-Annual Report High School Orientation Agenda Brochure Financial Aid Booklet 1982-1983 Annual Report in August Policy: Send or Hold?
10:15 - 11:00	1983-1984 Budget Space
11:00 - 11:30	Federal Initiative Last Year Testimony Tabulation Legal Brief Description and Process
11:30 - 11:35	Kellogg Proposal
11:35 - 11:45	NACME Grant
11:45 - 11:50	State Funding
11:50 - 12:00	Other Items

Lunch

Afternoon: Attend any of the Orientation sessions you desire.